



THE MAGAZINE OF

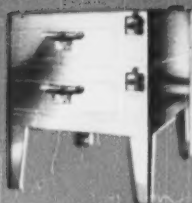
BETTER SCHOOL

ADMINISTRATION

# *The* ***Nation's Schools***

**JULY 1950**

Preparing for retirement • Federal aid must have  
national standards • Strength and weaknesses of state  
control • How to start a district committee •  
Training for school boards • Two functional elementary schools



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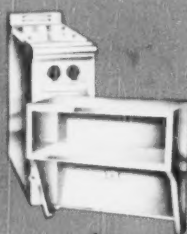
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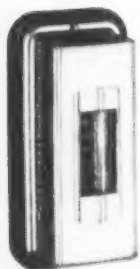
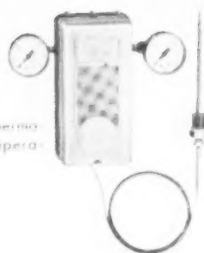
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THE NATION'S SCHOOLS





# The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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ARTHUR H. RICE

ASSISTANT EDITORS  
MILDRED WHITCOMB  
MARY TOMANCIK  
DOLORES HENNING

ADVERTISING DIRECTOR  
J. W. CANNON Jr.

DIRECTOR MARKET RESEARCH  
RUSSELL T. SANFORD

PRODUCTION MANAGER  
LEO KEDROK

PUBLISHING AND  
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SU perior 7-6402

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**JULY 1950**

## FEATURE ARTICLES

- |  |                                |    |
|--|--------------------------------|----|
| Life Begins Again at 65  | ROBERT J. HAYIGHURST           | 23 |
| How to Organize Local Citizens' Committees                               | HENRY TOY JR.                  | 26 |
| Without National Standards, Federal Aid Would Be Wasted Effort           | WILLARD S. SPALDING            | 29 |
| Cautious Optimism About Another Global War                               | JAMES B. CONANT                | 31 |
| Schools in Australia Show Strength and Weaknesses of State Control       | J. W. CANNON                   | 32 |
| Current Practices for In-Service Education                               | ALEX. JARDINE                  | 36 |
| Bus Drivers Are Scientifically Trained in Alabama                        | D. P. CULP                     | 37 |
| Organized Help for the Board Member                                      | L. B. EZELL and H. C. HARTSELL | 50 |
| Study-Test Method Is Superior in Teaching Spelling                       | LESLIE W. JOHNSON              | 51 |
| P.T.A. Promotes School Levies  | GEORGE S. MARTIN               | 53 |
| Chalk Dust   | FREDERICK JAMES MOFFITT        | 54 |
| National Parent-Teacher Congress Studies Child and His World Environment |                                | 56 |
| Adult Education Conference Urges Revival of Community Interests          |                                | 57 |

## SCHOOLHOUSE PLANNING

- |  |   |    |
|--|---|----|
| Coburn School, Battle Creek, Mich.                                 | VIRGIL M. ROGERS, GUIDO A. RINDA, PHILLIP COWLES HAUGHNEY | 40 |
| Hermes Elementary School and Randolph High School, La Grange, Tex. | CHARLES A. LEMMONS and GEORGE M. PAGE                     | 44 |
| Harding Township School, New Vernon, N.J.                          | ARTHUR N. STARIN  | 48 |

## MAINTENANCE AND OPERATION

- |                                 |              |    |
|---------------------------------|--------------|----|
| Back Siphonage Can Be Prevented | W. W. BROOKS | 58 |
|---------------------------------|--------------|----|

## AUDIO-VISUAL AIDS

- |  |              |    |
|--|--------------|----|
| Putting the Audio-Visual Program on Wheels | SAM S. BLAND | 60 |
|--|--------------|----|

## THE SCHOOL LUNCH

- |  |                    |    |
|--|--------------------|----|
| Students Share Responsibility for the School Lunch | PAUL R. MILLER     | 64 |
| Shake Up That Schedule                             | MART D'GARMO BRYAN | 68 |

## REGULAR FEATURES

- |                          |     |
|--------------------------|-----|
| Among the Authors        | 4   |
| Roving Reporter          | 6   |
| Questions and Answers    | 8   |
| Reader Opinion           | 10  |
| Looking Forward          | 21  |
| News in Review           | 70  |
| Names in the News        | 84  |
| Coming Events            | 86  |
| The Bookshelf            | 88  |
| What's New for Schools   | 99  |
| Index of Advertisers op. | 104 |

# AMONG THE AUTHORS



R. J. Havighurst

ROBERT J. HAVIGHURST, whose article, *Life Begins Again*, is on page 25, has made several studies of social and personal adjustment in old age. He is co-author of a book, *Personal Adjustment in Old Age*, published in 1949. He has been chairman of the committee of the social sciences research council on research planning in the field of adjustment in old age. At present he is writing a book reporting the results of an intensive study of the older people in a small midwestern state. Dr. Havighurst taught on the staff of the experimental college at the University of Wisconsin under Alexander Meiklejohn and in the laboratory school of Ohio State University. In 1953 he was named assistant director of the General Education Board, a Rockefeller financed foundation and in 1957 director for general education. He became professor of education and secretary of the committee on human development of the University of Chicago in 1946 and in 1947 was appointed chairman of the committee.

If education is to be improved through federal aid, there must be national standards, says WILLARD D. SPALDING, dean of the college of education, University of Illinois, p. 36. Before he accepted his present position in 1947, Dr. Spalding was superintendent of schools at Portland, Ore. Previously he had been a principal at Princeton, Charleston and Hamilton, Mo., and superintendent at Belmont, Mass., and Plainfield, N.J. He received his BBA from Denison University, the M.Ed. from the University of New Hampshire, and his Ed.D. from Harvard University. In 1947, Pacific University at Forest Grove, Ore., gave Dr. Spalding an honorary Ed.D.



J. G. Cannon

J. G. CANNON, who tells about the effects of your control on Australian schools, p. 41, is an avowed chief inspector of primary schools in the education department of the state of Victoria in Australia. Previously he was a teacher in primary and secondary schools, a lecturer at the Melbourne Teachers College, and an inspector of schools for the Victorian education department. Mr. Cannon has first hand information in use in comparing Australian schools with American ones because he visited schools in the United States and Canada in 1952 and carried out an educational investigation in Great Britain and the United States in 1958. (P)



D. P. Culp

Alabama's successful training program for school bus drivers is discussed on page 77 by D. P. CULP, assistant director of the division of administration and finance of the Alabama State Department of Education. Dr. Culp formerly held positions as an elementary classroom teacher, an elementary school principal, a junior senior high school principal, and a county superintendent of schools. From 1946 until he was named in his present position in 1949, Dr. Culp was state supervisor of transportation in the Alabama State Department of Education.

VICTOR M. ROGERS, who tells on page 40 about the new Cahara School at Battle Creek, Mich., has been superintendent at Battle Creek since 1945. Formerly he was a teacher and principal at Delta, Colo.; director of secondary education at Western State College of Colorado; superintendent at Gunnison, Colo.; superintendent at Boulder, Colo.; and director of demonstration schools at the University of Colorado, and superintendent at River Forest, Ill. Dr. Rogers is a member of the AASA executive committee. Recently he was appointed chairman of the commission that will prepare the 1957 yearbook on the school superintendency. He also is a member of the N.E.A. committee investigating the coercion incident at Oglesby, Ill.



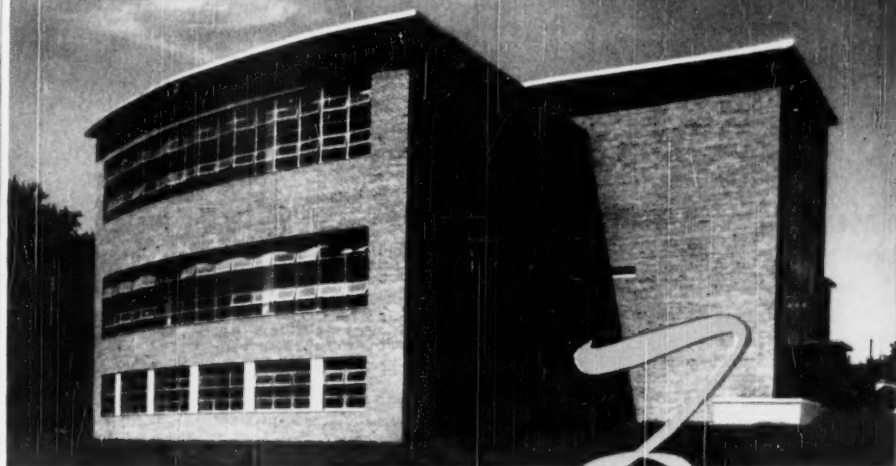
Henry Toy Jr.

HENRY TOY JR.'s active interest in the public schools dates from a night in 1946 when his wife decided to attend a bowling party and he took her place at the meeting of their local P.T.A. in Oak Grove, Del. He left the meeting as chairman of a committee to study teachers salaries. His work on this committee led him to study all local public school problems. In cooperation with the Delaware Congress of Parents and Teachers, he formed the Council for Delaware Education. This council campaigned to improve Delaware schools. One result of its campaign was the passage of legislation calling for \$12,000,000 worth of new school construction in Delaware. All of this work on behalf of the public schools was a spare time activity for Mr. Toy; he was a du Pont Company executive until he was appointed director of the National Citizens Commission for the Public Schools in September 1949. His suggestions for organizing local citizens' committees are on page 55.

## VAMPCO ALL-ALUMINUM WINDOWS

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# Roving Reporter

**School Radio Station Presents "Letter From Paris" . . . Senior Class Play  
Televised . . . Students and Faculty Work Out Bus Safety Program . . . High  
School Girls Adopt Six War Orphans . . . Pupils Help Needy Mountain School**

TO GIVE STUDENTS something of French class's genuine life experience in Paris and another means of learning to understand spoken French, the New York City school started an FM station WNYC presented this year's French class in a series called "Letter From Paris."

Chief characters in the programs were Bill and Joan Browning, who lived with a French family while Bill, an American visitor, studied music at the Conservatoire de Paris. The couple discussed the way of life and customs of the French, visited French homes, and went to a French school department store, the Luxembourg Gardens, the opera, and the Tuileries.

A manual for students learning on the programs gave a summary of the broadcasts, the French phrases, and their English translations, plus Jean Eugene de Bill and the words of French songs sung during the broadcasts. The manual also listed programs that were broadcast during the English portions of the programs.

WHEN THE HIGH SCHOOL seniors at Bloomingdale High gave their class play this week, newspapers could see it in the night when schoolbuses set out reflections on their own homes.

The play was a masterfully small amount of light, home off home, and the use of flashlight in scenes, street scenes, pushed the proper number of scene shadows on the back wall. They made good use of their phones were feeding into the right black box, and the great things. The same music was in the front row of the stage, from some the camera could pick up after one part of the setting scene.

The actors, however, captured the atmosphere of the present and could be seen as selling tickets and then they were going to see to know

as when the play on their television sets. However, as many persons in more came to the performance especially to see it televised.

Other programs also have originated from the high school—a school orchestra concert, 15 minute skits prepared by radio classes, and basketball games. On a weekly program, "Know Your Teacher," teachers are interviewed by student students. Journalism students follow with a five-minute report of the latest school news.

BECAUSE ALL but 50 of the 600 students in the Teller School at Sweet Home, Ark., are transported to and from school in buses, it was essential that a plan be worked out to make the loading and unloading of students as safe as possible.

In 1955, the Teller Safety Council was formed. Members are boys and girls who have served the school in

loaded as quickly as possible and that all of the children who belong on a bus are on it when it leaves the school grounds. Other monitors, one for each elementary room, direct the children to the buses.

A third group of monitors regulates the flow of traffic off the school grounds—buses first, bicycles and pedestrians next, and private cars last.

Each bus monitor rides on the bus for which he is responsible. He unloads the students at the various stops, accompanies them across the highway if they must cross it, and handles minor cases of discipline on the bus.

DURING the last five years the girls attending Prospect Heights High School in Brooklyn, N.Y., have supported six war orphans under the Foster Parents Plan for War Children.

Their foster children are Anita Mercurio of Italy, Joseph Edson of Malia, Ramon Garcia of Spain, Germain Poelmans of Belgium, Alexandra Skopen, a Polish girl living in England, and Tim Jen Ming of China.

In addition to contributing \$15 a month to the support of each of their orphans, the Brooklyn girls buy such articles as sweaters, scarves, mittens, brushes, soap, toothpaste, dolls, and toys as Christmas gifts for their over-seas friends.

One way the girls raise money for their project is to put on student-faculty shows.

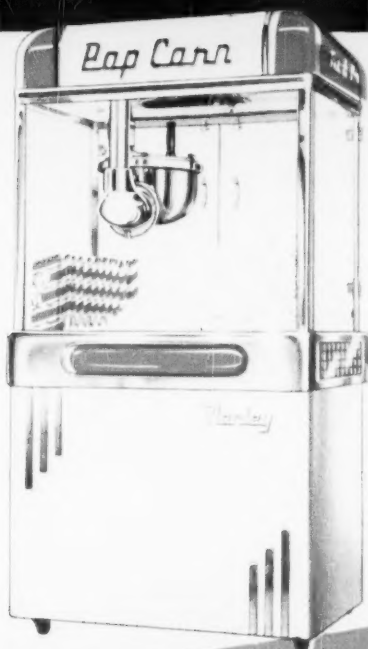
BECAUSE CONDITIONS in Holland have improved and the Marshall plan is in effect, pupils in P.S. 43 in Queens, N.Y., decided to adopt a needy American school in place of the Dutch school they had been helping. For four years they had sent new and old clothing, food and candy to pupils in the Openhouse School in Doorn, the Netherlands. Now they are sending similar articles to a mountain school in Packer County, Tennessee.



minutes of action. They meet with the assistance of the faculty, make plans for handling the safety problem.

About five of 30 monitors before school check each afternoon, six buses line up at the school driveway. Three monitors before the closing bell rings, the bus monitors section themselves in the classes of their respective buses. They set it to see that the buses are

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# Questions and Answers

## P.T.A. Troubles

How can we prevent a P.T.A. from trying to run the school and still have it as a helpful organization?—G.M., Okla.

Careful! There is no mistake genuine parent interest for subversive attempts to usurp control of our school. Keeping this in mind, how, then, do we keep our P.T.A. from encroaching too far in the operation of the school?

First, all must thoroughly understand that the board of education, not the P.T.A., is the school's democratically elected executive body. Operational ground rules stating specifically that the P.T.A. will not operate directly in an area assigned to the school board and professional staff should be the overriding criteria which a wise P.T.A. president will use in deciding whether to encourage or discourage discussion and/or action.

Second, it should be made unmistakably clear to all that certain areas such as instructional reform, selection of curriculum materials, promotional policy, handling of personnel, testing and the like require special skills, knowledge and competencies and are the major responsibility of the professional staff.

Third, the P.T.A. should de-emphasize the raising and spending of money; the board of education has better perspective and will spend more wisely in terms of the whole picture.

Fourth, the educator should guide the P.T.A. into areas where it may function effectively and constructively. For example, he should encourage it to help by assisting with excursions, extracurricular and co-curricular aids, special talent surveys, parties, community resource files, planning challenges, P.T.A. programs, family-day, noon reception, school exchanges, and establishing neighborhood policies with respect to radio, television, movies, bedtime hours, allowances and home chores. He should suggest the P.T.A. to bring other better home experiences in the area of health, safety, civility, democratic values and build

and a sense of adequacy for every child. He should encourage parents to find out how children grow, learn and develop and help them to know their own children better.

If an educator shows parents how the school curriculum is meeting the variant needs of their children, it is so, P.T.A. troubles will disappear.—V. L. REMIGLI, principal, Central School, East, Wilmette, Ill.

## Extra Pay for Extra Services

How should we meet the problem of extra compensation for extra school services?—C.W.H., Iowa

At a panel discussion at the 1990 convention of the American Association of School Administrators the 400 or 500 persons present agreed:

1. That we should include all educational activities conducted under the jurisdiction of boards of education, insofar as possible, within the regular school program, thereby reducing to a minimum or eliminating altogether the role of special teacher as well as special services and extracurricular activities.

2. That we should endeavor to pay salaries to our teachers high enough to provide a comfortable living without the necessity of their seeking extra services, either within or out of school for extra pay.

3. That we should make every effort to equalize teaching load and benefits available to all teachers, insofar as possible, and not grant extra pay for certain school activities.

4. That in the event of unavoidable inequalities as implied in item 3, and extra pay is granted, such extra pay should apply to all teachers and then only after the assignment of a reasonably full teaching load.

5. That we recognize the uniqueness of administrative problems confronting each school, district or community and that such problems may require the interpretation or adaptation of the foregoing general policies to meet the special exigencies of the local situation.

## Should Teachers Eat at School?

Where the school conducts a cafeteria, should the teachers be required to eat in the cafeteria or may they be permitted to go home?—G.N.Y., Tex.

The answer to this question is determined by the philosophy concerning the purpose of the school meal held by the principal and the teachers of the school. If the cafeteria is thought of as a service feature only, operating as any corner store, teachers may well wish to be permitted to eat elsewhere. If, on the other hand, it is recognized as the newest school laboratory and if the lunch period is regarded as a valuable class period for learning about foods, good food habits, good manners, and gracious social behavior, every teacher will want to eat at school.

A recent advertisement of a well known private school includes the statement: "a selected faculty eats with students." This is general practice in most schools in which parents are paying high tuition for maximum educational opportunities for their children because the educational importance of the meal hour is well recognized. How much more important it is for the great majority of children in our country who attend our public schools to have the example of their teachers eating a good noon meal and if possible some social contact with them during this period of relaxation! This is the practice in many schools, especially those in smaller communities.

The working day of the average teacher is probably shorter than that of most professional and business people in the community. It is not too much to hope that in all schools the meal hour will be generally accepted as a part of this day and a valuable professional opportunity. It is possible that teachers would not feel it necessary to "get away from the children" if better utilization were made of the educational possibilities of the noon hour.—MARY DE GARMO BRYAN, school institution management teacher, A. George Washington University.

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Write for descriptive literature... send your plans for suggestions.

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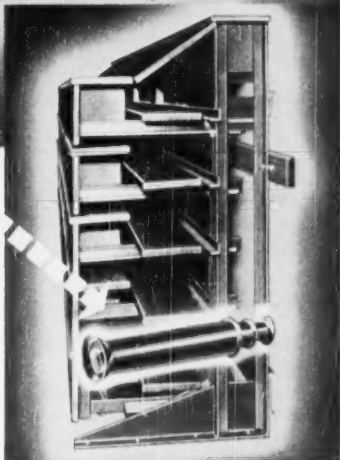


**FRED MEDART PRODUCTS, INC.**

3532 DE KALB ST.

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Leadership for over 75 years in School Equipment



A complete line of Basketball Backstops both standard and special designs "tailored" to meet any structural condition. Write for descriptive literature.



The very latest design in Basketball and Football Scoreboards for spectator visibility. Write for descriptive literature.





◀ Norfolk State Hospital, Norfolk, Neb.  
[Regular kitchen chefs shown in photo]

TALK ABOUT *Minimum*  
REPLACEMENT COSTS...THESE  
WEAR-EVER KETTLES ARE

**25 YEARS OLD**  
and still going strong



State of Nebraska

NORFOLK STATE HOSPITAL  
NORFOLK

April 30  
1950

The Aluminum Cooking Utensil Company  
100 Dierks Building  
Kansas City 6  
Missouri

Gentlemen:

For the past twenty years or more, Wear-Ever Aluminum Steam Jacketed kettles have been used exclusively in the kitchen of the Norfolk State Hospital, Norfolk, Nebraska. Their superior cooking qualities have served us in many ways — from making soup to roasting beef, pork, and even fowl. Some of our kettles are still in daily use after twenty-five years service. In our kitchen, which uses a great deal of inmate help, Wear-Ever heavy duty aluminum utensils have given us many years of outstanding service. We here at Norfolk very much appreciate Wear-Ever Aluminum.

Very truly yours,

*Glen E. Govic*  
Glen E. Govic  
Food Administrator

These kettles haven't been "babied" either. Notice what Norfolk State Hospital says about using a great deal of inmate help.

Today, Wear-Ever Aluminum Steam Jacketed Kettles are made of a recently developed alloy that is much harder than any previously used. This extra-hard alloy is further assurance that Wear-Ever Aluminum Kettles are built to LAST.

Approved sanitary construction, unbeatable cooking qualities, tangent draw off, space-saving design, new features... ask your dealer for information about these and other outstanding Wear-Ever advantages. Or write: The Aluminum Cooking Utensil Company, 3507 Wear-Ever Building, New Kensington, Pa.

**WEAR-EVER**  
*Aluminum*  
**50 TH ANNIVERSARY**  
1900 1950  
WEAR-EVER ALUMINUM  
TRADE MARK  
MADE IN U.S.A.

The Aluminum Cooking Utensil Company  
3507 Wear-Ever Building, New Kensington, Pa.

Please send me complete descriptive information regarding your new line of steam jacketed kettles in extra hard alloy.

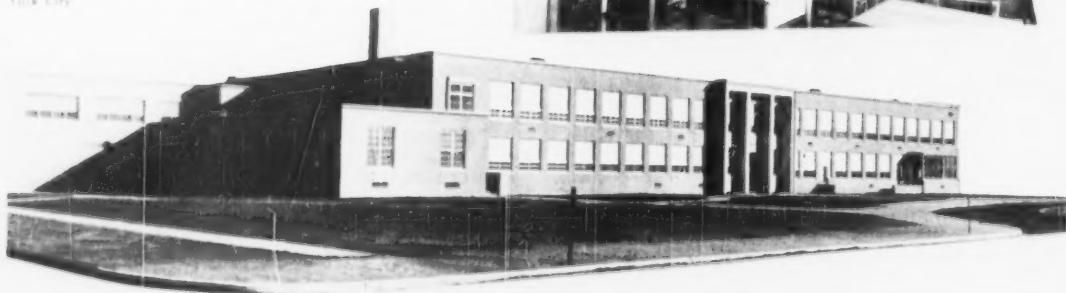
NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_

IN  
NEW SCHOOLS  
OR OLD...

# PC Functional Glass Blocks



AT THE NEW CARLE PLACE SCHOOL, Cade Place, New York, the original building plans included PC Soft Lite® Pyram B Blocks for sun exposures. These assure adequate and softly diffused daylight for classroom work, thus helping to guard student health and comfort by minimizing eye strain and fatigue. To "share the light" between classrooms and corridors, interior panels of decorative PC Glass Blocks were utilized. Architects: Knapp & Johnson, New York City.



## GLASS BLOCKS..

DISTRIBUTED BY PITTSBURGH PLATE GLASS COMPANY

THE NATION'S SCHOOLS



# control daylight... cut costs

Across the country, school administrators have proved the exceptional benefits that are derived from the installation of PC Glass Blocks. For PC Glass Blocks are scientifically designed to "make the most of daylight"—whether they are included in new-building plans or utilized in modernization programs.

For example, PC *Functional* Glass Blocks—with the exclusive Soft-Lite® Edge Treatment—are especially suited for classrooms on sunny exposures. Here, they admit an abundance of comfortable daylight, directing it to the reflecting ceiling, from where it is diffused evenly throughout the entire room. Interior panels of PC *Decorative* Glass Blocks, on the other hand, are extremely useful for "sharing the light" between classrooms and corridors.

But that's not the whole story. All PC Glass blocks have practical, money-saving features of instant appeal to school management. They involve no wood or metal sash, so there is nothing to rot, decay, rust or require periodic painting or puttying. Repairs or replacements are seldom necessary. Since they have more than twice the insulating value of ordinary single-glazed windows, heating and air-conditioning costs are reduced. And they save on cleaning costs. What's more, PC Glass Blocks offer complete privacy, cut off unsightly and distracting views, dampen outside noises, stop the infiltration of dust and grit.

Why not give your pupils and staff the benefits of PC Glass Blocks, and at the same time effect economies in your school operations? If you are contemplating new construction, make PC Glass Blocks basic to your planning. And if you are considering modernizing present buildings, replace existing sash with modern, handsome, savings-producing PC Glass Blocks. Meanwhile, get full details on the possibilities of PC Glass Blocks. The coupon will bring them to you.

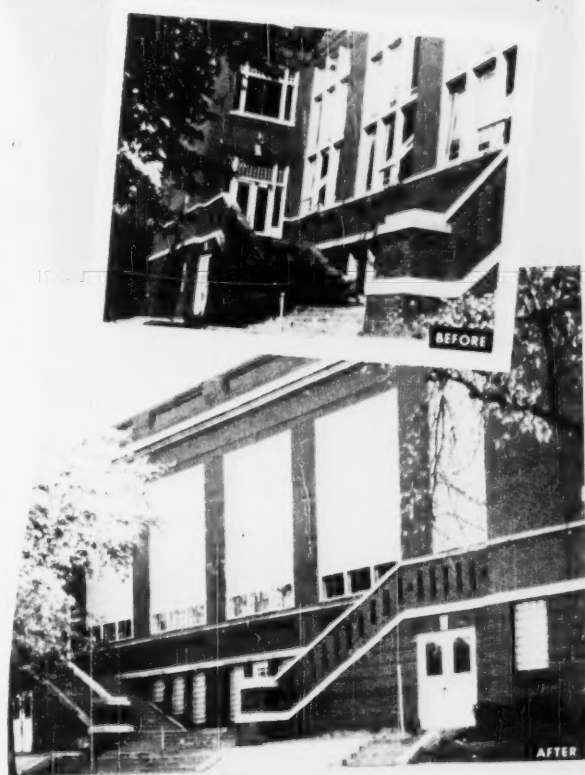
SOFT-LITE® Edge Treatment (patent glass fused into the block section during manufacture)—is exclusive with PC Functional Glass Blocks. It permits just enough diffused light transmission around block perimeter to create comfortable, "evened-out" panel appearance.

Soft-Lite Edge treated in back



Made of two pieces of formed glass, fused together, enclosing a partial vacuum, each PC Glass Block is a hollow insulating unit. Various color patterns and wire contact enable single cavity blocks to admit plenty of daylight, to direct, divert or diffuse light to create remote film openings. Double cavity blocks, in which a fibrous glass screen is inserted and sealed between the halves of the block, provide additional light diffusion and insulation.

U. S. Pat. 2,611,111



THESE "BEFORE" AND "AFTER" photographs of the Washington High School, Washington, Indiana, show what a remarkable transformation takes place, when old sash is replaced with modern, handsome PC Glass Blocks. Here, PC Soft-Lite® Prism B Glass Blocks were used in the study hall, directing natural daylight to the ceiling, from where it is diffused and reflected downward throughout the room to give ample soft light for seeing tasks. For the panels in stairwells and corridors, a light-diffusing PC Glass Block pattern was installed. Architect: Lester W. Routh, Vincennes, Ind.

## The mark of a modern building

BY W. P. FULLER & CO. ON THE PACIFIC COAST AND BY HOBBS GLASS LTD. IN CANADA

Vol. 46, No. 1, July 1950

Pittsburgh Corning Corporation  
Dept. K-79, 205 Fourth Avenue  
Pittsburgh, 22, Pa.  
Without obligation on our part, please  
send us a free copy of your booklet on  
the use of PC Glass Blocks in schools  
and other public buildings.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_



Photo by J. M. Brown, Jr., for American Universal Seating Company, Inc., Chicago, Ill.

## American Universal "Ten-Twenty"

The desk that does most for pupils and teachers

Children sit better, see better, learn more easily in the American Universal "Ten-Twenty" Desk, the "key" to the modern re-organized classroom.

It is the only desk offering instant, motionless adjustment to three approved desk-top positions as described at right. Its automatic tilt and tilt-seat adjustment, its exclusive feature, approaches perfect focal adjustment for all tasks, in any desk-top position. Its light natural-wood finish, with

30 to 55° reflectances, conforms with accepted brightness ratios.

Obvious advantages include 16° seat swivel rather than reducing body torque for left or right eye-hand preference, also providing easy ingress and egress, roomy, sanitary one-piece steel book box, easy height adjustment for both seat and book box.

Write for now full-color brochure describing the American Universal "Ten-Twenty" Desk in complete detail.



**FREE!** Write for new illustrated booklet, "The Re-organized Classroom," by Doris Boyd Mearns, desk anthropologist with all phases of modern classroom measurement. Also "The Case for the Ten-Twenty" with comments by educators using this desk.

*American Seating Company*

WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids, Michigan; Branch Office and Distributor at Princeton, Illinois

Manufacturers of: Library, Auditorium, Theatre, Classroom, Transportation, Business Seating, and Dining Tables



Desk-top slants at accepted 20° slope for reading, writing or drawing. Pupil can easily adjust it to the conventional 10° slope, or to level position for manipulative tasks, or lift it for easy access to book box. Proprietary plywood back with self-adjusting lower rail and plywood cradleform seat with no rearward elevation, promote relaxed sitting and freedom to perform.

The NATION'S SCHOOLS



Ford School Bus Chassis with body built by Union City Body Company, Inc., of Union City, Indiana

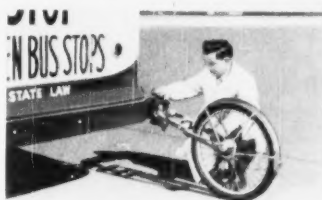
## CHECKED AND TESTED TO EXCEED N.E.A. SAFETY STANDARDS

**F**ORD SCHOOL BUS CHASSIS are thoroughly and scientifically checked in the laboratory and on the road, to meet the safety requirements of the National Education Association. Ford policy is not only to meet these requirements, but to exceed them in every way possible.

The Ford testing department works continually to give you the peace of mind that goes with a high safety factor. But safety isn't the only Ford feature. In a Ford School Bus chassis you get remarkable economy of operation, dependability and long life. You get Bonus Built construction which means big reserves of strength and power. All of these are important factors in the purchase of a school bus. That's why a Ford School Bus chassis should be your first choice.



**PROVED SAFETY** — Road tests prove the safety of the big power brakes, standard on 194" wb., opt. on 158" wb. (Other safety features: drive shaft guards, Safety fuel tank, extended exhaust pipe.)



**PROVED ECONOMY** — Tests show you can save gas with Locomotive ignition ... save oil with Flightlight aluminum alloy pistons. (Only Ford gives you an economy choice of V-8 or Six.)



**PROVED ENDURANCE** — Tough road tests prove Ford School Bus chassis stand up. (Features like Double Channel frames and extra heavy-duty axles make Ford the endurance champion.)

### FORD GIVES YOU EIGHT BIG SCHOOL BUS FEATURES!

- 1 Extra strong Safety drive shaft guards.
- 2 Extended exhaust pipe to carry fumes away from body.
- 3 Engine speed governor.\*
- 4 Heavy, bus-type 11-inch Gyro-Grip clutch.
- 5 New progressive-type, multi-rate rear springs.
- 6 30-gallon Safety fuel tank, insulated from exhaust pipe.
- 7 Double Channel frame with 7 cross members.
- 8 Power brakes standard on 194" wb., available on 158" wb. at extra cost. Hand brake on drive shaft has special safety shield.

\*Available at extra cost

### MAIL THIS COUPON TODAY!

## FORD SCHOOL BUS SAFETY CHASSIS

Built to school bus standards set by the National Education Association!

FORD Division of FORD MOTOR COMPANY  
3265 Schaefer Rd., Dearborn, Mich.

Send me your latest literature on the Ford School Bus Safety Chassis.

Name \_\_\_\_\_

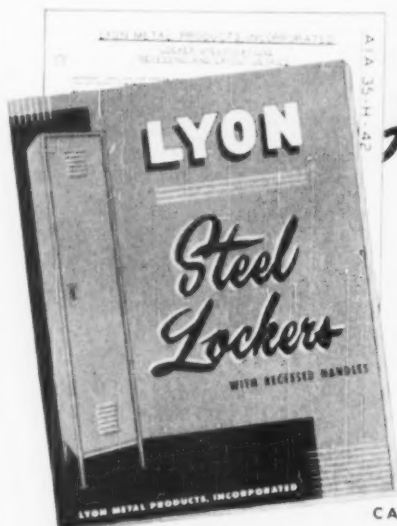
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What Do You Want To Know About

*Lockers?*



CATALOG 601

Types Available ?

Construction Details ?

Special Features ?

Installation Data ?

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Cost Information ?

We're glad to  
announce  
that our new  
**YORK, PA.**  
plant is now  
in operation

Write for Catalog 601 and Specification AIA 35-H-42

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**LYON METAL PRODUCTS, INCORPORATED**

General Offices: 724 Monroe Avenue, Aurora, Illinois

Factories: AURORA, ILL., YORK, PA., CHICAGO HEIGHTS, ILL.

Sold Nationally through Factory Branches and Dealers



## A PARTIAL LIST OF LYON PRODUCTS

- Shelving
- Lockers
- Wood Working Benches
- Economy Locker Racks
- Kitchen Cabinets
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- Filing Cabinets
- Cabinet Benches
- Folding Chairs
- Drawing Tables
- Storage Cabinets
- Bench Drawers
- Work Benches
- Drawer Units
- Conveyors
- Shop Boxes
- Bar Racks
- Bin Units
- Tool Stands
- Service Carts
- Hopper Bins
- Parts Cases
- Flat Drawer Files
- Tool Trays
- Desks
- Stools
- Tool Boxes
- Sorting Files
- Revolving Bins

**MOSAIC  
TILE**

*...takes generations of shuffles in stride!*

Ceramic Mosaic Tile  
Shuffle-board  
surrounded by  
Carlyle Quarry Tile  
floor—Teen Tyme Club,  
Zanesville, Ohio



It's not shuffleboard we're talking about, but the shuffle of young feet. The scraping of boots, the click of high heels, the clatter of spikes and cleats as young athletes stream in from the practice field, all give floors a beating.

The ability of Mosaic Ceramic Tile to "take it" even under the most severe conditions, makes it the ideal floor and wall material for corridors, restrooms, showers, for laboratories where acids and other chemicals may be wiped away, leaving the surface unharmed, for cafeterias and kitchens, in fact, for every area where the maintenance of ordinary materials is costly. For all these surfaces, the maintenance of tile is negligible year after year.

Available in a wide range of beautiful colors, Mosaic Ceramic Tile affords unlimited decorative possibilities.

Whether you plan to build or remodel, get to know tile before you buy. Consult your architect, your builder, tile contractors, or write Dept. 3-14, The Mosaic Tile Company, Zanesville, Ohio, for helpful information.

**THE MOSAIC TILE COMPANY**

*(Member: Tile Council of America)*

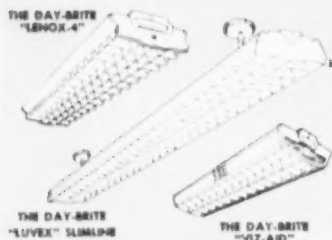
OFFICES IN PRINCIPAL CITIES

OVER 3000 DEALERS TO SERVE YOU

**MOSAIC**



**Faces that reflect  
the benefits  
of DAY-BRITE  
classroom lighting**



**ONLY QUALITY  
IS TRULY  
ECONOMICAL**

### **Custodians who save valuable time . . .**

relamping and cleaning . . . quickly . . . easily. Simplified Day Brite maintenance is important to you—it's a big money saver!

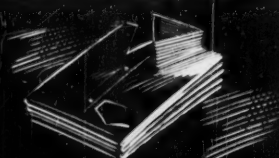
**What about your school lighting?** Is your custodian taking time from other duties to struggle with temperamental or outmoded fixtures? Isn't it time to do something about it?

Let one absolutely indispensable consideration be your guide in selecting new lighting fixtures: **QUALITY**. Only quality can deliver your requirements for at least 20 years of trouble-free, efficient performance at the lowest possible operating and maintenance cost. It's just that kind of thorough quality that makes Day Brite the odds-on choice for school lighting the nation over.

May we send you all the facts? Day Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis 7, Mo. In Canada: Amalgamated Electric Corp., Ltd., Toronto 15, Ontario.

Reprinted from TIME Magazine,  
another in a series of messages on the  
importance of Modern Air Treatment

# today's best buy is better air!



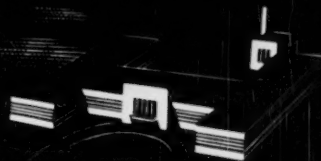
## How many shirts should a store give away?...

The men's furnishing department is no place for a dirty shirt! What happens? Shirts soiled by dust in the air sell at  $\frac{1}{3}$  to  $\frac{1}{2}$  off—lose money for the store owner. One great department store says that savings on markdowns alone paid for an American Air Filtering system the first year.

**AAF Air Filters  
and Electronic Precipitators**

Bad air costs too much! It's expensive! It causes merchandise losses in stores—fatigue in schools—impurities in chemicals—rejects in factories—sleepiness in church. It need not be. In fact, it costs less to get rid of bad air than to suffer its damage.

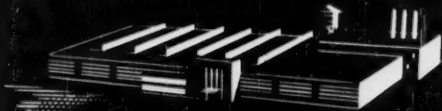
For your air problem, see how American Air Filter equipment can solve it—and save! (To American Air Filter's facilities have recently been added the ventilating and heating products of the Herman Nelson Division, widely respected in schools, industry and other fields.) When you can see or smell air—when you are air conscious, remember—  
**TODAY'S BEST BUY IS BETTER AIR!**



## Will your new school be obsolete?

There's danger that half the schools being built this year will not be provided with adequate ventilation systems. What a waste! Fresh, clean air makes young minds alert to learning. Individual classroom ventilation is not only economical—it is the only way to make certain of fresh air at constant, automatically controlled temperature. Because only one system offers the highest performance standards ever engineered, your children's schools should have

**Herman Nelson Unit Ventilation**



## Industrial "Dust Storms" Must Be Stopped

Dust produced by industrial processes presents a serious handicap to efficient and economical operation. There is hardly an industry, today, that does not employ one or more of the many types of AAF Roto-Clone Dust Control Equipment to protect workmen, materials and machinery. It pays off in good will, good health and great savings.

**Roto-Clone and Cycloil**



**AMERICAN AIR FILTER CO., INC.**  
AND THE  
**HERMAN NELSON DIVISION**

HEADQUARTERS: NEW YORK, N. Y.

Air Filters • Electronic Precipitators • Roto Clone Dust Control Equipment • Unit Ventilators • Unit Heaters • Unit Blowers • Propeller and Centrifugal Fans • Portable Heaters and Portable Ventilators

# In America no school building should be obsolete the day its front doors open



**HERMAN NELSON DIVISION**

AMERICAN AIR FILTER CO., INC.

PHILADELPHIA, PA.

If a classroom is without adequate ventilating equipment, it is obsolete—no matter how well built yesterday or in 1900. Consider this: please.

If the average businessman were to spend only a few hours in the average American school, he'd soon be on his feet shouting, "Let's have some fresh air in here!"

If the average mother were to spend the same time there, by the end of the day she'd have organized a committee with other mothers to do something about it.

Architects realize this, but many people don't. And in the desire to keep bookish budgets at a minimum,

too often the best way of heating and ventilating must give way to a system inadequate and obsolete.

To give what assistance it can to the architect and school official, the makers of the Herman Nelson Unit Ventilator are publicizing this danger to the parents of school children all over America. They are widely distributing a booklet, "Plain Talk About School Ventilation." They are presenting the facts in opinion-leading national magazines.

We are, for instance, telling why each classroom needs its own ventilating system; how thirty of more school children arrive in a classroom where

the temperature is 70°. How each child is an individual radiator of 20 square feet—thus totalling 600 feet of radiation at 97°F. How little eyes get sleepy, how pungency offends the nostrils, how small heads start to nod, how the teacher's words begin to fall on dull ears and listless brains.

We have seen how, when school is out, students just naturally "come to life" the minute they hit the outdoor, fresh air. The Herman Nelson Division of the American Air Filter Company is trying to help children, school officials, the school teacher and the heating and ventilating industry by making the facts known.

**Every new  
class room  
should be  
modern**



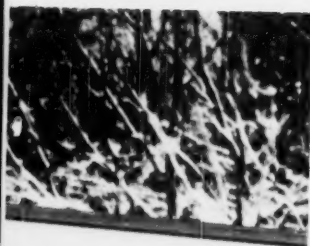
**an architect says:**

"With modern knowledge of air treatment in schools, there is no reason why a classroom should be overheated or underheated, or the air foul. Unit ventilation is the answer."



**a school  
superintendent says:**

"My job requires me to pay more visits to the schoolroom than the average parent. I know that if more parents did visit schools, school ventilation would be better."



**a teacher says:**

"I just wish all parents could endure for one day what the children and I put up with almost every day. It's no wonder children become listless and dull when the ventilation is inadequate."



**a mother says:**

"We've spent a lot of money, time and thought to make the children's and our home bright, sunshiny and healthful to live in. How then, can we fail to think of the same things about the school they spend almost every day in."



**a P.T.A. committee  
chairman says:**

"There isn't a better project for parent-teacher groups to take up than proper ventilation in schools. Not until every classroom in the entire system is provided with fresh air of the proper temperature is our job done."



**a child says:**

"I like to run and play outdoors. But our schoolroom makes me feel sleepy."



**a school board  
president says:**

"School is a training place for mind and body. It strikes me as an incongruity that the same board members who are willing to spend thousands on a gymnasium, could, by penny-pinching, not allow for the best kind of ventilation."



**a school nurse says:**

"I'm sure children would have fewer colds if the air in schoolrooms were kept at a more constant temperature. First it's comfortable, then it's overheated, then the windows fly open and it's too cold—then the whole process is repeated. Cruelty to children, I call it."



**a father says:**

"If my office lacked decent ventilation the way my little girl's school does, I'd raise the roof."

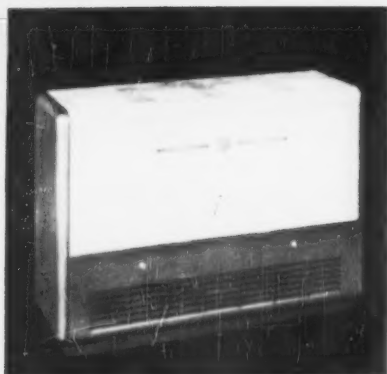


**a psychologist says:**

"You can't expect children to learn things when they are undergoing physical discomfort. A mucky, stagnant classroom is not the place to make young minds bright, alert and eager to learn."



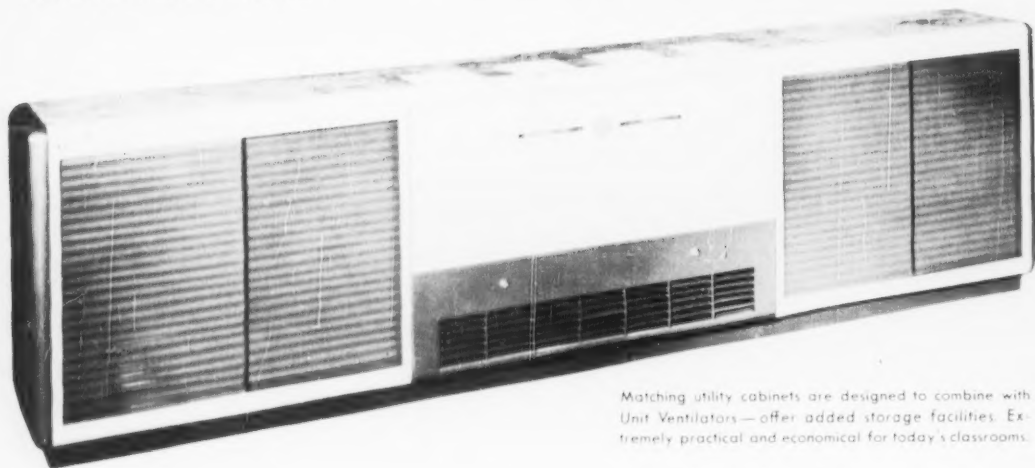
**Good  
ventilation  
is a  
modern aid  
to better  
learning**



The Herman Nelson Ventilator has a pleasing design with positive safety features. It can be serviced simply by quick removal of access grille.

# Herman Nelson

## UNIT VENTILATORS FOR SCHOOLS



Matching utility cabinets are designed to combine with Unit Ventilators—offer added storage facilities. Extremely practical and economical for today's classrooms.

**T**HIS is the Unit Ventilator that makes the right air for the room right in the room itself.

Room air is drawn through the grille in the front of the cabinet into a mixing chamber at the bottom. Outdoor air for ventilation and freshening is drawn through the rear of the cabinet. Air from both sources passes the control dampers on its way to the mixing chamber. The admission of the reconditioned air and outdoor air in variable quantities is automatically controlled, depending upon the method of heating and according to the thermal requirements of the room.

After being mixed in the lower

portion of the cabinet, the air passes through a superior type of AAF filter. It is then drawn through the heating coil where it is uniformly warmed to the desired outlet temperature before entering the fans. There, the air is completely mixed before being discharged at the proper velocity through the outlet grille for uniform distribution.

The ventilation goes on silently, efficiently, economically and automatically.

The unit is constructed to be trouble free and durable, requiring a minimum of attention and maintenance. Thermodynamically controlled, the entire unit is tamper-proof and

completely safe.

Pleasing lines in smart colors come from true functional design. The top of the cabinet is covered with linoleum. The cabinet itself is finished in smooth baked enamel. Matching utility cabinets may be installed at any time to form an attractive, useful ensemble.

### WRITE NOW

for this latest description of modern unit ventilation. Read the facts. Know why 37 Points of Engineering and Functional Superiority make Herman Nelson Unit Ventilation first and best. Send requests to: Dept. H-16.

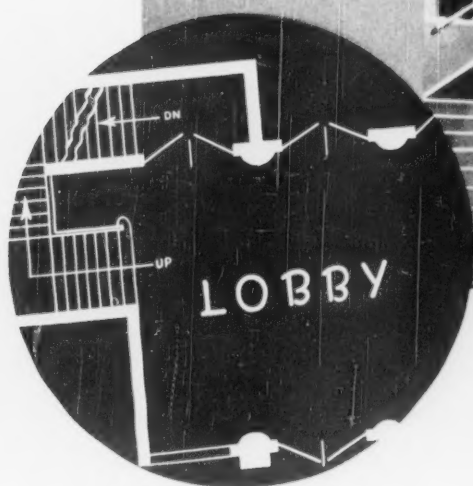


## HERMAN NELSON DIVISION

AMERICAN AIR FILTER CO., INC.

MOLINE, ILLINOIS






## Quiet and beauty for school lobbies

Two factors largely determine the choice of an acoustical material for use in sound conditioning a lobby. First, because of the heavy traffic usually common to this area, the acoustical ceiling should have high sound-absorbing efficiency. Second, it should add to the decorative beauty of the interior.

Acoustical ceilings of Armstrong's Travertone answer these needs fully. Travertone absorbs up to 70% of all sound that comes in contact with it. It has an unusually attractive white fissured surface which goes well with either modern or traditionally styled school interiors.

Travertone offers other important advantages, too. It's made of incombustible mineral wool, a factor of importance where building codes require fire-safety. Travertone ceilings can be installed quickly, with little if any interruption of school routine. Units are cemented in place—usually right over the existing plaster ceiling. Travertone is easily maintained. When cleaning becomes

necessary, a slightly dampened sponge or cloth is all that's needed.

There's an Armstrong acoustical material to solve every school noise problem. Armstrong's Arrestone is recommended where extra-high sound absorption is needed. Armstrong's Cushiontone provides high acoustical efficiency at lower cost. Armstrong's Corkoustic is ideal for high-humidity areas. Contact the Armstrong acoustical contractor in your vicinity. He'll gladly help you with your acoustical problem. 

**FREE BOOKLET,** "How to Select an Acoustical Material," contains important facts about sound conditioning. Write to Armstrong Cork Company, 3707 Stevens St., Lancaster, Pa.

## ARMSTRONG'S ACOUSTICAL MATERIALS

CUSHIONTONE®

TRAVERTONE®

CORKOUSTIC®

ARRESTONE®

TERMINAL MARK THE INTERNATIONAL SYMBOL FOR SOUND



**Just off the press—**  
**"BETTER LIGHT FOR OUR CHILDREN"**  
*a simply written presentation on daylight control*

Over the past ten years, Owen-Illinois, in collaboration with the University of Michigan, has made an extensive study of the daylighting of classrooms with light-directing glass block. Many of our findings were reported in a series of lectures to architectural groups.

Because of the widespread interest displayed, we have condensed the lecture material in a non-technical 24-page book—"Better Light For Our Children." It is

brief and to the point, yet contains important facts and fundamentals of daylight control for school classrooms.

For copies for yourself, and for distribution among interested groups, just fill in and mail the coupon. Also check coupon for data on our completely new type of glass block—Insulux Number 363. It's light-directing, "azimuth-correcting."

**INSULUX DIVISION**

American Structural Products Company  
 Dept. G-168, P.O. Box 1045  
 Toledo 1, Ohio

Please send me \_\_\_\_\_ free copies of "Better Light For Our Children."

I also send more information on the new daylight-directing Insulux Glass Block Number 363.

Name \_\_\_\_\_

Address \_\_\_\_\_

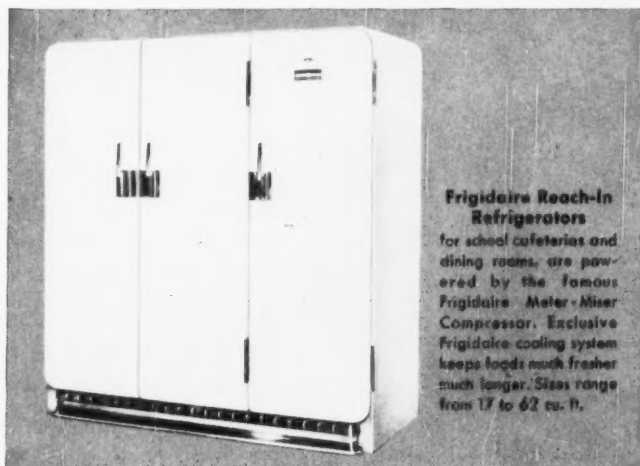
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# Every Modern School needs something **FRIGIDAIRE** makes!

**Big 1950 Frigidaire Commercial Line Supplies Answers  
For School Refrigeration And Air Conditioning Needs**



**Frigidaire Reach-In Refrigerators**  
for school cafeterias and dining rooms, are powered by the famous Frigidaire Meter-Miser Compressor. Exclusive Frigidaire cooling system keeps foods much fresher much longer. Sizes range from 17 to 62 cu. ft.

When you specify Frigidaire Refrigeration and Air Conditioning Equipment, you specify advanced design *plus* the kind of sound construction that gives years and years of dependable, trouble-free service. That's why Frigidaire has long been the choice of skilled commercial buyers—why Frigidaire Refrigeration

and Air Conditioning Equipment is the logical choice for the school plant. **You can be sure**, too, of always getting capacities that are just right for the job when you specify Frigidaire. For Frigidaire makes over 100 commercial refrigeration and air conditioning products—the most complete line in the entire industry.

Frigidaire also makes household refrigerators, electric ranges and other appliances for school Home Economics Departments. For complete information on all Frigidaire equipment, see your Frigidaire Dealer. Or write Frigidaire Division of General Motors, Dayton 1, Ohio. In Canada, Leaside 12, Ontario.

## FRIGIDAIRE

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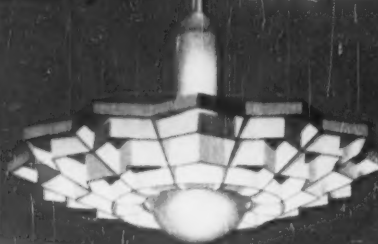


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# Looking Forward

## A New Dimension

COMMUNITY by community, the American people will have to decide for themselves whether their schools meet their individual needs. This point of view has special significance at this time because it was expressed by the chairman of the National Citizens Commission for the Public Schools in retrospect of a year's work.

In this statement, Roy E. Larsen again makes clear the purpose and philosophy of the commission. The occasion for the remark was his address before the metropolitan group of the New York Congress of Parents and Teachers, almost on the first anniversary of the formation of the commission.

When this national commission was organized a little more than a year ago, there were those who feared it would set up national standards or advocate federal controls. The commission has been extremely cautious to avoid even the appearance of such intent.

Said Mr. Larsen, "Public school education is not a problem which can be resolved by means of national policies laid down by the federal government. Our chief hope is to add a new dimension to our national thinking about public education. If there is one single conviction upon which our commission stands, it is the belief that the destiny of our public schools as a basic American institution rests in the hands of individual citizens."

But the interest and good will of the citizen are not sufficient. He must work with others. His influence is of little avail unless he can join his neighbors in a program of action.

The jackpot question has been: How can citizens *organize* to improve public schools—how can they be constructively helpful without seeming to be supercritical or selfishly motivated?

This is the double-barreled question that Henry Toy, Jr., executive director of the commission, answers in this month's magazine (p. 26).

## It Happens Too Often

AN ARCHITECT told us this true story. Can you guess its moral?

He was asked to advise a rural summer resort community on plans for its small high school. This town is on a state highway described by travel literature as the "main sidewalk for the summer playground of the nation." This architect not only understands planning—he's a veteran

in the field—but also knows the community well because his summer home is there.

He told the school board that the great resources of this community are its clear sand-bottom lakes, its pine trees, and its resort business. He explained that the prosperity of the region depends on how well the citizens develop these resources and how effectively they cater to the tourist.

He warned that the continued pollution of their lakes, the lack of sanitation in their restaurants, and the incompetency of the personnel in their stores are community liabilities.

He envisioned for them a community-centered school in which local problems of conservation and sanitation might be studied. He suggested that their young people should have a chance to learn cooking, hotel management, and merchandising to prepare them for employment in *their own community*.

But did the board decide to build the kind of school the town really needs? No, indeed! The superintendent preferred that the available money be spent for a large new gymnasium for the benefit of his highly publicized basketball team.

## Easing Into Retirement

ARE YOU looking forward to retirement? Probably not! The circumstances under which school people must retire are too unreasonable!

Most of our teacher retirement laws assume that suddenly it becomes necessary for the older administrator or teacher to be removed completely from the school system to make room for the younger and newly trained. This crude amputation from a lifetime of professional service is traditionally defended as necessary for the good of the child.

If our knowledge of individual differences teaches us anything, it should remind us that there is no one age at which a teacher suddenly becomes incompetent or inefficient. Some teachers should have been retired before they were 40, insofar as damaging effects upon the child are indicated. Others may be at a high level of professional proficiency when they reach the legal retirement age.

Convenience of administration rather than fairness to the child is really the reason why an arbitrary retirement age is established by law; otherwise each retirement situation would have to be considered on its merits, and that means grief for the school board and its administrative staff.

There comes a time in the life of every schoolman when he no longer should carry a full work load. If he has built

up the right mental attitude and has developed other interests, he will welcome a part-time program. But he is blocked by retirement laws. In order to qualify for his annuity, he must completely divorce himself from employment in a public school system.

Transitional retirement for teachers and school administrators does present both legal and administrative problems that cannot be solved in an editorial. But something must be done, as is indicated in this month's article by Robert J. Havighurst (p. 21).

Transitional retirement should be one of the major concerns of the organized teaching profession. Within the profession are authorities in psychology, psychiatry, sociology, tests and measurements, health and other fields who can work with the school administrator and the lawmaker in seeking the answer. From studies sponsored by teacher groups should come some workable plan whereby the teacher is permitted to serve the child and the community as long as he is competent, while at the same time he is guided into other forms of activity that will bring him satisfaction and income if necessary, in his later years.

It is a question to be studied, too, by those who believe that our schools and colleges must do more for adults who wish to develop avocations and other interests for the comfort of their lives.

### Unfavorable Odds

THE odds are against us for the survival of democracy. This warning was expressed by Wilbur C. Hallenbeck, professor of education at Columbia University, when addressing the 25th annual meeting of the American Association for Adult Education in Cleveland this spring.

The odds are against us, he says, because the impact of organization is against participation in the democratic processes of community life, national affairs, and world problems.

In the days of the New England town meeting, people participated directly in the solution of community problems. Today most citizens are far removed from contact with or direct influence upon the machinery for settlement of their problems. Much of this results from the impact of organization—the business of cities. In the rural life of earlier generations the family worked together to produce life's essentials. City living is just the opposite. The individual succeeds as he specializes, often in an activity that has no direct relationship to his own personal and community problems of living.

Organizations flourish, but they develop around conflicts of interests. Powerful blocks of pressure groups thrive on a basic philosophy of conflict, such as management versus labor, classroom teaching versus school administration.

Group differences are intensified because cities tend to sort their people into neighborhoods. This social stratification perpetuates itself from generation to generation. There is little, if any, sense of communion between people and their elected representatives, for representatives move and move fast as necessary to give their attention to policies and problems which involve the whole community and few and less so championing the causes of particular localities.

Other social conditions undermining democracy today are described by Hallenbeck as (1) a conflict of values, (2) the immediacy of life, and (3) the immunities that city people must develop.

Those of us who want to believe in the ethics of co-operation and service to humanity have to face the fact that competition, individualism and selfishness seem to bring some rather tangible rewards. An unchanging concept of right and wrong does not seem to operate in the world today. How does one know which is which? How does one arrive at values?

Our highly organized society saps people's energy and time. Folks are so busy "making ends meet" that they are too busy to take on anything else.

And finally, today's citizens are surrounded and constantly reminded of so much that is unpleasant, especially in big city life, that they "create a psychological shell about them which is very difficult to penetrate."

Hallenbeck sees hope if we can act quickly "to build the experience of community with people. Within this framework they can discover first hand that others have the same problems as they have; that their common problems can be solved by cooperative action; that when they come to know people in the sharing of experience the basis for prejudice disappears, and that there are values—not apparent on the surface of the everyday world—by which people can and do live."

If we want to broaden the base of democratic participation, we must involve greater numbers of people in terms of needs as *they* see them, not as *we* see them. Furthermore, we must not expect to accomplish this with any single program or with any single organization. It takes many programs of many organizations to gain the participation of many people, he advises.

And he concludes, "Participation is not only crucial to the survival of democracy, it is also essential to the realization of the dignity of man."

### Sixty-Three Agree

A THIRD world war can be avoided. This is the consensus of the 63 school and college administrators who recently completed a six weeks' tour of Europe.

Speaking for the group, Carl M. Horn of Michigan State College, who directed the tour, asserts that war with Russia is not inevitable if the nations of western Europe can be sure that this country will wholeheartedly back them and hit hard in the event of war.

The group seemed to think that we are gaining in the war of ideologies. They believe that the Marshall Plan has done a great deal to stem the tide of communism. The group came back with the conviction, too, that there are some improvements we should start at home. For example, our tariff system should be studied and revised.

Members of this tour now have the opportunity to influence the educational processes in their own communities toward better world relationships.

*The Editor*

THE NATION'S SCHOOLS





Photo by Ewing Galloway

## Life begins again at 65

**A fixed age for retirement is not psychologically or socially sound**

**ROBERT J. HAVIGHURST**

Chairman of Committee on Human Development  
University of Chicago

**A**RBITRARY retirement at a fixed age, the usual fate of the schoolman and the teacher, is not socially or individually desirable. There is nothing gradual about it, however much the administrator or teacher may have prepared himself psychologically for the event. That person is lucky who is able to spread out his retirement or to find immediate part-time work or to arrange for some fascinating preoccupation, such as working on a new house or adding handsomely to his garden plot.

Whether the school administrator or the teacher has been happy in his job makes little difference in his reaction toward retirement; it is the sudden dropping out of the daily work routine that produces shock. At the core of his life there now is a vacuum, and suddenly to come face to face with this bomb crater staggers him.

### WE'RE UNCIVILIZED ON SUBJECT

No other civilized society is as hard on people as they grow older as ours is. We favor all other groups. If anyone must suffer, let it be the old people—that is our philosophy at present.

Contrariwise, some societies have made growing old so easy that other age groups have been penalized. In the traditional Chinese family, the tottering old man had more power and prestige on the last day of his life

than he had ever possessed before. Indeed, for some years after his death, his family continued to follow his advice. Thus it was that the period of relinquishment, which is normal to old age, in the case of the Chinese patriarch did not begin until some years after he had gone to join his ancestors.

Adulthood has two principal phases: performance and relaxation (or relinquishment). Most adults regard the years from 35 to 40 up until the age of 60 as constituting their best period of productivity. In the professions, the peak of performance usually comes around the age of 50. After that age, a person's work very slowly drops off as to quality and amount of performance. While this movement toward relinquishment is inevitable, some achieve it more gracefully than others do.

Before 50 the man who has played tennis usually abandons it for golf. The woman gives up mothering her children and must find satisfying substitutions. Ideally, a person slowly but perceptibly relinquishes his hold on life until he reaches the final chapter, death or life after death.

### FACE NEW LEARNING PROBLEMS

While all of us must work to change the attitude of our society toward the aged and to alter our school retirement concepts, we also must give in-

dividual help to persons facing arbitrary retirement. We know that some people manage to retire happily; it is our job to prepare all people to face this period of acute adjustment. A new learning problem is involved.

### LOSS OF MATE, HEALTH, INCOME

Adulthood and old age, of course, bring several new types of learning problems. One is widowhood or widowerhood, the former status being the more prevalent since women live longer lives and marry older men, and therefore more of them face the major readjustment that comes with loss of a life's partner. Crippling illness brings another major learning problem. The man with heart disease must learn to climb the stairs with measured deliberation and to accept the long pause on the tenth step. The woman with rheumatoid arthritis must reconcile her habits with the painful progress of the disease. A third learning problem is loss of income, where the individual or the couple must constrict their living standards to conform to a 50 or 75 per cent reduction from their years of peak income.

Of all the adult learning problems none is more painful than the mastery of abrupt retirement. Teachers, above all others, can appreciate the frustrating effects of being a slow learner, having watched many such halting performances during their professional

careers. Now they themselves are the stupid ones.

Fairly recently I watched a male relative go through this bleak and grueling process. It took him four full years. For many months he roamed aimlessly around the house, annoying his wife and other people with his complaints. By refusing to accept a job of lower status, he had brought abrupt retirement upon himself. His pride would not permit this loss of prestige so he cut himself adrift. Now, I am glad to say, he has found a new set of occupations that bring him pleasure and social approval.

#### MOTIVATIONS FOR WORK

Work means different things to different people, and perhaps the best clue to the learning problem of retirement lies in a determination of what their work meant to them during their active years. I perceive five such meanings, most of them to some extent common to all persons, yet one or two will be preeminent in each individual case.

1. *A source of sense of worth or prestige.* This is a common satisfaction in the life of the teacher. The real test of this motivation would be continuance on the job of a healthy 70-year-old after he had established a steady annual income.

2. *A locus of social participation.* This trait rates high among teachers as many of their friends are their colleagues, and the social contacts make their working days pleasurable and worth while.

3. *The sheer pleasure of the work itself.* This is the artist's attitude, the man who prefers to paint even though he can't make a living at it. The cabinet-maker, too, might fall in this category. And some teachers are so motivated.

4. *Bread and butter.* This incentive attracts most of us, but probably is less predominant in teaching than in most occupations.

5. *An unbearable burden.* A few people look upon work as a curse, as something God saddled on the human race in expiation of sin.

For those who are motivated entirely by Point 4, or bread and butter, retirement comes easily as they have economic security. Many industrial workers would fit into this classification, and the current drive for industrial pensions is an example of old age planning to meet the demands of this group.

However, the persons who are motivated by Points 1, 2 and 3, as are most educators, cannot retire gracefully unless they have part-time work. The ideal retirement program for these teachers would be a slow tapering off of the school teaching job.

#### HOW TAPER OFF?

How could this tapering off process be brought about? Here are some suggestions, not all too practical from the standpoint of programming but worthy of consideration.

1. *By teaching one semester and being off one semester.* This would result in a half-pay position. In severe climates it would permit the older teachers to set off for Florida or California or some sunny spot there to pass the otherwise cold, icy and confining months, relaxed and refreshed, they would be more than ready for work the next autumn.

2. *By a reduced teaching load.* This might be possible for high school teachers. The teacher approaching retirement age would carry only three classes instead of five or would teach only mornings or only afternoons. This might free other teachers for a schedule of evening classes in the adult education program.

3. *By means of an assistant teacher.* At the elementary school level it might be possible for the teacher to have a young assistant for her last two or three or four teaching years. The assistant would be paid a low salary and the senior teacher's income would be reduced. However the sum of their salaries would need to be higher than the original single salary. The older teacher would then be able to take a day off occasionally or to relinquish part of the burden of a full day's work.

#### SIX CASE STUDIES

How six teachers have reacted to retirement or partial retirement is shown by the following brief case studies.

**Beulah T.,** a public school music teacher, retired five years ago, having prepared herself psychologically for her new leisure, she asserts. She now sings in a choir. She teaches a Sunday school class and has stepped up her church activities. She attends geographic society meetings and numerous lectures on world affairs and tries to keep up with the times through selective reading. She is pleased to hear certain radio programs that she

missed during her professional life. Too, she is able to give her home more attention and frequently to come to the aid of her married children. In fact, she works part time now and then in her son's office.

Occasionally I have to take time off to relax," Mrs. T. reports. "Retirement is just as joyful and marvelous as I expected it to be. You see I was a music teacher, and you can't teach music without joy. My slant on life is that whatever happens happens, and it is all to the good."

**Elizabeth H.** was retired by a city school system on Jan. 15, 1950, and is substituting in the county schools. Substituting is harder than regular teaching, she maintains, and she thinks that it is a poor way to taper off. She favors the New York City and Cincinnati plans whereby a teacher is allowed to keep on teaching until the age of 70 provided she passes an annual physical examination. If a teacher is able to take a substitute's job at 65, she is capable of regular teaching, probably until the age of 70, Miss H. believes.

**Perkins B.,** an electrical shop teacher, retired some years ago at 65; his health was poor. He started to teach his grandson to swim, and in an effort to persuade the boy not to fight the water he developed a very relaxed stroke of his own. He decided it was continued relaxed swimming that was bringing his high blood pressure down. On the strength of this theory, he was able to interest an athletic club in letting him start a swimming class for hypertensive older men; he succeeded in reducing the blood pressure of most of them. By means of light and relaxed exercise, his own health improved to the point at which he was able to take a summer job as camp counselor, and in the winter he goes to Arizona with the owner of the private summer camp, where his technical knowledge makes him useful in heating plant repair and similar jobs. Now as a consultant he is designing an electrical shop for a technical high school; he also is at work on a number of inventions.

**Jessie P.** retired at 65 with insufficient income. Too gregarious and fun-loving for a life of seclusion, she immediately took a full-time teaching job in a local private school. Her health became impaired and she moved to California where, within a few months, she again became employed by a private school. At 70, she retired to keep house for her bachelor brother, a man who is antisocial, but through



Photos by Ewing Galloway

a sprightly correspondence she keeps in touch with scores of former students, many of whom are now past middle age and all of whom are her fast friends. This correspondence and her daily contacts with neighbors keep her contented.

Gail M. at the age of 80 still teaches two classes in a junior college. The college permitted her gradually to reduce her teaching schedule in proportion to her waning physical powers. She taxis back and forth to her classes and rests almost the entire time when she is not teaching. Her social life is nil, but once in the classroom she regains her old fire and vigor and keeps 55 or 60 students excited over her special subject. When not teaching, as in the summer, she is crotchety and much concerned over her ailments; without the anticipation of her classes in the fall life for her would be insupportable. She prays to die in the harness.

Anna B. retired from a school principalship 14 years ago. At first she would have found it hard going save for the fact that she likes to write verse. Her verse is 19th Century in

**POOR ADJUST-**  
MENT to arbitrary retirement is the lot of this school administrator. It may take him several years to find occupations that bring him pleasure and social approval.

style and is not salable, but she admires it herself and occasionally wins an honorable mention in some women's club contest, which inspires her to new efforts. Active, too, in her church, she does considerable lay visiting. She is easily moved by any story of hardship and contributes immoderately from her modest income to persons who may or may not be worthy, but she gets great satisfaction from so doing. Another major interest is in the songs of Stephen Foster and, leaning on her cane, she makes annual pilgrimages to the University of Pittsburgh where a collection of his works

is housed and where ceremonies take place. She is busy all day long.

When it comes to administrative personnel, it is hard to see how the tapering off process could operate successfully. The principal might have an assistant, but it would be a great deal harder for him to take time off. The administrator might be pleased to go back to part-time teaching.

#### ANSWER CAN BE FOUND

The tapering off process is the correct one, physically and psychologically, and it behooves school administrators and others to find devices that will bring this into being.

Merely because there are difficulties in the way of a program for the age period of relinquishment does not mean that solutions cannot be found. While they are seeking these solutions, schoolmen at the same time should be lending their support to legislation which would bring federal old-age and survivors' benefits up to a standard that would enable the aged in all walks



**GOOD ADJUSTMENT** on the part of this teacher, who finds the day not long enough for all of her varied new activities and friends.

of life to maintain themselves, provided they own their own homes.

The schools have an important job of adult education on their hands in regard to the aging and aged population. Where else is the American public to be trained in its responsibilities for the health, housing, economic, social, recreational and spiritual needs of our expanding aged population?



How to  
organize

HENRY TOY JR.  
Director, National Citizens  
Commission for the Public Schools

## LOCAL CITIZENS COMMITTEES

WHAT is the best way to organize a community committee to help improve the schools?

This is the question I am most frequently asked by both educators and laymen who write in and visit the National Citizens Commission office. The answer, of course, is that there is no one answer; the nature of a good citizens committee is determined by the nature of the community. What will work in one place may easily fail in another. One of the great strengths of citizen committees is their flexibility.

Take the matter of size, for instance. Often we are asked, "How big should a citizens committee be? How many members should it have?" We can only reply that in Arlington, Va., a successful citizens committee had 1,000 members and in a little town in Rhode Island an equally successful group has just eight members.

Part of the difference in size is a matter of definition. Most large groups have small steering committees, and most small groups have many more

members actively helping them. The main thing to be learned from the varying size of successful groups, I think, is that *the desirable number of members depends upon many conditions, including the citizen committee's purpose.*

A committee organized primarily to gather facts and to complete studies need not always be very large. A committee organized for the purpose of winning a victory in the polls often benefits by sheer numbers.

### NO SET ANSWER

It is equally difficult to give one set answer to the question, "Who should appoint the members of a citizens committee?" We know of successful groups appointed by school superintendents. Others, equally successful have had their members appointed by school boards, by individual towns or city governments, by civic associations and by special nominating committees, which in turn had been appointed by any of the foregoing. The question of what method works best for any given community involves consideration of all the per-

sonalities concerned, as well as many other factors.

I do not mean to imply that nothing can be learned from studying the experiences of others. It is often helpful, we find, to know exactly what questions have concerned the leaders of successful citizen committees. A study of the problems other groups have faced often is more valuable than a study of the solutions they found, for although the solutions are often governed almost entirely by local conditions, the problems are frequently of a general nature.

To find out more about the questions the leaders of citizen committees are seeking to answer, the National Citizens Commission is holding a series of regional workshop conferences. The first of these was held in Atlantic City, N.J., on February 25 and 26. The second was held in Detroit, April 23 and 24, and others are scheduled for the future.

School superintendents, school board members, and leaders of such organizations as parent-teacher associations, granges, labor unions, the American Association of University Women, and

Photograph taken and captioned by  
Ruth A. Bennett

the American Legion are invited to these conferences, as well as the leaders of community citizen committees. The participants are assigned to study groups. Each group is asked to list in detail all the questions it thinks citizens should ask about specific aspects of the public school system in their community and the part citizens should play in helping to improve it. The workshop conferences are small so that informal discussion is possible

sociations? What are the advantages of having members represent only themselves?

Could a citizens' education committee become a part of a larger over-all community planning commission?

Should a large citizen committee have an executive group as a liaison between the committee and the school authorities?

How can members prepare themselves to act on a citizen committee?

mally represent labor and management, for instance, the good citizen committees have some members from the ranks of labor and some from management. It seems equally necessary for successful citizen committees to include persons of all religious faiths, persons identified with both political parties, and persons with no children in the public schools as well as parents. Most of the successful citizen committees also seek members



From a March of Time film.

#### A working session of the National Citizens Commission for the Public Schools.

One of the study groups at these conferences is specifically assigned to consider the organization of citizen committees. The purpose of this study group, like that of the others, is simply to break down the broad inquiry.

How can citizens get together to form a committee? into all the detailed, specific questions which it involves. The participants are specifically requested not to try to supply answers, for the commission believes that answers can be given only by the people in a community where a committee is to be formed.

Some of the questions on the organization of citizens' committees listed at the workshop conferences are:

What are the advantages of having the members of a citizens' committee formally represent other organizations in the town, such as labor unions, chambers of commerce, and civic as-

How can they get the information necessary for intelligent action?

In all, almost a hundred questions on this one subject of organization resulted from the Detroit and Atlantic City conferences. After other regional conferences currently being planned, the National Citizens Commission intends to make available a check list which, it hopes, will be helpful to any one planning to organize a group.

Although each community must answer questions such as the foregoing by itself and although the commission's full findings on this subject will have to await the completion of the series of regional workshop conferences, we have found certain common denominators of successful groups.

*Successful citizen committees almost invariably reflect the opinions of a full cross section of the community.* Regardless of whether members for-

with a variety of professional backgrounds. Obviously, committees that have been successful in rural areas have many farmers as members, but many of them have shopkeepers, physicians and even summer residents as well.

This apparent need for successful citizen committees to be fully representative of their communities gives one clue, at least, to an answer to the question of a desirable size for these groups. Undoubtedly, a committee in a highly complex city needs more members to achieve full representation than would an organization in a small town.

It is obvious that committee members with so many different backgrounds may find little common ground at the start, at least. It is perhaps for this reason that *successful groups have been seen often start with a simple fact-finding operation.* As one leader of an effective committee





said to me, "When we first got together, we couldn't agree on anything, but we decided to leave our opinions in the cloakroom with our hats and just examine facts during our first few meetings. Facts, we found, are remarkably persuasive, and after we had all been subjected to a good dose of them, we found that there was remarkably little difference of opinion."

After going over all relevant facts, most effective citizen committees began working for fairly tangible school improvements. Their first recommendations commonly are of the kind that can be backed up by statistics and involve as little opinion as possible. This is one reason, I believe, why so many citizen groups began with efforts to get a new school building constructed or new salary schedules for teachers adopted. More complicated matters, such as studies of curriculum, usually follow simpler activities. More advanced studies apparently can be most effectively carried out by a group that has been unified by tasting success in agreeing on some of the less controversial issues.

Another common denominator of successful groups is the ability, regard- less of their organizational machinery, to communicate the energies of other organizations in the community. Often, committees whose members act simply as individuals are as successful in this as committees whose members each formally represent another organization. Simply by sending speakers to luncheon clubs, trade unions, and busi-

nessmen's associations, many citizen committees have won a tremendous amount of support for the schools. One citizen group we know of found that a great many civic, fraternal and professional organizations in the community long had had "education committees." By persuading all these groups to adopt similar objectives, the citizen committee won a great deal of support for the schools, support that always had existed but that had been dispersed to the point of invisibility.

From observing the 500 citizen committees with which the commission is now in touch, I think I can also say that the successful groups appar-

ently need little money for their operations. One extremely vigorous committee in a city of 200,000 people has an annual budget of \$75. Another group in a small town figured it had spent a total of \$15 in a successful campaign for a new school, and one statewide group has a budget of only about \$3000. The secret of this economy, of course, is that the enthusiastic members of successful citizen committees make it almost never necessary to pay anything for labor, and materials that are needed are often given. For instance, businessmen often lend their office duplicating machines for getting out circulars, and stationery is often donated by the members. Frequently, the budget of citizen committees simply covers the postage bill.

It cannot be emphasized too much, of course, that all these conclusions are



From a March of Time film

Above, left: Three members of a study group at a regional conference.

Above: The youngsters helped, too, in "The Fight for Better Schools."

based on our dealings with only 500 citizen committees, and, although that sounds like a great many, we are convinced that it's only the beginning. More and more committees are being formed every day, and each new one undoubtedly will make its own rules. We hope that by acting as a clearing house of information and by holding workshop conferences, we can help each group to profit from the experiences of others. But we are conscious of the fact that beginning citizen committees, like young men, must in the last analysis learn to adapt themselves to their own specific circumstances and to find their own roads to success.

The NATION'S SCHOOLS



## FEDERAL AID would be wasted effort

WILLARD B. SPALDING

Dean, College of Education  
University of Illinois

THE widespread belief among laymen that federal aid, as proposed by the N.E.A., will make all right with education leads to an uncritical acceptance of the N.E.A.'s belief that federal control is bad. The forces behind the present proposals probably will get federal aid in the near future, even though the issue of sectarianism made the question too hot for the 81st Congress.

If aid comes without a careful study of the controls that should go with it, it will not result in better education. Pouring money into poor schools without requiring them to become better does nothing for children. Paying half-trained teachers higher salaries does not improve them or the schools in which they teach. If the people as a whole are really interested in better education for the next generation, then they should control the way their money is used by state and communities. If the people don't really give a damn, then control is unnecessary.

### LITERACY IS NATION'S DEFENSE

What is the stake of the people of the United States of America in improved education? Much is written and more said about the current need for strong military forces to maintain the peace and protect the nation. But arms alone do not make armies stronger. Wars are fought by people. Atomic bombs, rockets, schnorkle submarines, and B-50s must be operated by trained personnel.

As the machines of war become more complicated, the men who design, manufacture and use them must be trained in increasingly complex skills. The directions that they follow, as well as the instruction that they receive, become more and more technical. Printed material like this can be read with understanding only by literate persons. And experience in two wars shows that too many persons do not meet military standards of literacy. On the whole, the illiterate persons

lived in the states that spent least on education. Their poor systems of education produced poor soldiers and so weakened the nation.

The economic strength of the nation is also affected by its schools. The U.S. Chamber of Commerce, one of the strong opponents of federal aid, puts out several pamphlets to show that business is good where education is good. Its research shows that income of population is in direct ratio to the number of years completed in school, that persons with the most education buy the most expensive homes, or pay the highest rent. This organization points out that retail sales are highest where education is greatest and that wider circulation of magazines is found in areas of higher education.\* This makes a lot of sense. Where people can read well, they buy reading matter. Where they have learned to cook on electric stoves, they buy them. Where they have learned to live well, they try to do so. Other examples show direct relationships between levels of education and the health of the people.

\*Education an Investment in People, U.S. Chamber of Commerce, Committee on Education, November 1944.

the percentage of persons over 21 who vote in primaries, and many other aspects of good citizenship or a high standard of living.

The fact is that raising the level of education does make it possible for persons to live better, to take part more intelligently in public affairs, and to be increasingly efficient in military service. These are not debatable statements. Everyone agrees to them. At present the argument is about the selection of the most effective way to get the job done. The proponents of federal aid hold that little more can be accomplished without money from the national treasury. The opponents believe that much more can be done with local resources. Both groups agree, however, that the task of improving education is an imperative one.

### FEDERAL CONTROL IS FEARED

Both groups also agree that federal control is undesirable. Those who would dip into the national treasury wish to use what they get as they please, without any suggestion of control by the nation. Those who wish each state to support its own schools state emphatically that control always

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Advocates of federal aid assume, without any good evidence to support them, that pouring funds into any kind of school system will improve things. They make no attempt to show how paying higher salaries to poorly trained teachers who work in dilapidated buildings that have inadequate equipment will help children. A realistic approach to the problem of federal aid recognizes certain necessary minimum controls.

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follows the dollar and that federal aid will eventually mean federal control. Neither group believes that the nation's interest in the education of its children should lead it to make sure that public education is good. The advocates of federal aid assume, without any good evidence to support them, that pouring funds into any kind of a school system will improve things. They make no attempt to show how paying higher salaries to poorly trained teachers who work in dilapidated buildings that have inadequate equipment will help children. They have unquestioning faith that local leadership, which tolerates and occasionally is proud of the present situation, will use additional money to change it.

#### WON'T ENSURE BETTER TEACHERS

The assumption that substantial increases in the money available to the poor states will increase the efficiency of their educational system without compulsion from some external source is, to say the least, a highly debatable one. More money will not bring better teachers to every school that needs them. Teachers in most parts of the United States have tenure of office and cannot be dismissed except for cause. The possibility of employing a better person is not cause for dismissal. And the possibility of getting a better person is not very great.

The teacher shortage, particularly in the elementary grades, is made more acute each year by increasing enrollments in the schools. If you were to draw a chart with one line representing the supply of elementary teachers with four years of training and the other line of increasing enrollment in the elementary schools, the two lines would go in opposite directions. No point of intersection might enable you to state that elementary schools will be adequately staffed at any time in the future. Yet education in the long run comes from the work done by one teacher with one pupil. It will not improve until the teacher improves, and federal aid without control will not produce improvement in teaching.

But improvement by the teacher is not enough. If Johnny is to receive the best help from his teacher, they must spend time together. Wherever there are more than 25 children in a single classroom (or more than 30, if there are several grades in the room), Johnny is not with his teacher much of the time. Putting well-trained teachers (if they could be obtained

into overcrowded classrooms is a waste of public funds, for they are unable to do what they have been trained to do. While they are superior to teachers with little training, they could do infinitely better work with a respectable number of pupils. Federal aid without control will not reduce teacher load.

Not is class size all of the story. The typical school district, particularly in those parts of the nation that have the lowest level of education, is a small one. There may be as many as 10 teachers working in ancient buildings under the supervision of a superintendent or principal who is also a teacher. Units of this size are inefficient. They cannot offer a rich, well rounded program. They cannot command highly trained professional leadership. Increasing the amount of money available to such inadequate school districts prolongs their life and perpetuates poor education. Every state that has tried to eliminate the inefficient district has found this to be impossible without pressure and control. The overweening pride of little communities will continue when federal aid comes. Such aid may allow many of them to resist state pressures more successfully than at present. Federal aid without control will not improve public education unless it improves district organization.

#### URGE FOUR MINIMUM CONTROLS

A realistic approach to the problem of federal aid recognizes that at least four minimum controls are necessary.

1. A national minimum standard for the professional training of a teacher.

2. A national maximum standard for class size.

3. A national minimum standard for the size of a school district.

4. A national minimum standard for expenditures per child for books and supplies.

These will be taken up in order.

1. *A national minimum standard for the professional training of a teacher.* The task of the teacher is extremely difficult and complicated. He needs to understand the community in which he works, the children whom he helps, the society in which he lives, and the subjects which he teaches. He must have techniques that are based upon psychology, sociology, anthropology and the other human sciences. He must have a broad, general education. All of this cannot be accomplished effectively within four undergraduate years. Yet if it is not accomplished children

will suffer in the future as they have in the past because their teachers are not well trained. Completing an organized five-year program at an institution that has been certified by the state in which it is located as suitable for the training of teachers is a desirable minimum standard.

How can better teachers be obtained through federal aid? Very simply. The money can be distributed to the states by a formula based on teachers, in which a teacher with five years of training counts as 1 unit, a teacher with four years of training as 1.5 unit, and so on. In this way, the state receives more money as its teachers become better trained.

#### MAXIMUM CLASS SIZE, 25

2. *A national maximum standard for class size.* Educational research has demonstrated quite clearly that, with schools as they are likely to be organized in the foreseeable future, 25 students per teacher is a defensible maximum. This should be the national standard.

If the formula for distributing federal aid is based on a teacher unit, then what will prevent a school system from putting any number of children in a room? Here, again, there is a simple answer. The teacher unit (or fraction of a unit) is increased or reduced by another fraction which has 25 in the numerator and the number of children per teacher as the denominator. A minimum of 15 and a maximum of 40 are set for this denominator, so that there will be no federal funds in extreme situations.

3. *A national minimum standard for the size of a school district.* If children who are mentally slow, talented, hard of hearing or defective in vision are to receive adequate education, there must be enough of each of them within a school district to make a class for special instruction. If a high school is to offer broad curriculums in general education, prevocational education, and other necessary areas, there must be enough students in the school to provide a minimum number of each class. So it goes through other aspects of a good educational program. Enough children in full classes are needed. A good program cannot be developed with a prudent use of public funds, if the total population of the supporting area is less than 15,000 to 20,000.

Here as in Standards 1 and 2 the basic formula can be influenced by using a fraction. In this instance, the

numerator would be 15,000, the denominator would be the population of the school district in the last federal census, but no fraction larger than 1 would be allowed.

4. *A national minimum standard for expenditures per child for books and supplies.* The need of materials is so obvious that it does not need to be elaborated. While more research is needed in order to determine how much material would be needed by teachers who were well trained and who had but 25 pupils in a room, a safe minimum at present would be \$10.

Expenditures for books and supplies are such a small portion of the cost of public education that they should not enter into the basic formula for distributing federal aid. The federal government should offer to pay one-half (or some other fraction) of the cost of books and supplies up to a maximum of \$10 per pupil.

The total picture is not complicated. A unit would be computed for each teacher. For example, Miss Jones has three years of training and teaches 50 pupils in Grade 5. In her case, the computation would be  $5/5$  by  $25/30$ , or  $1/2$  of a unit. Miss Smith has five years of training and teaches 25 pupils. For her, the figures would be  $5/5$  by  $25/25$ , or 1 unit. Miss Williams has seven years of training and has 21 students in a class. The calculation for her would be  $7/5$  by  $25/21$ , or  $1/2/5$  units. The sum of the teacher units for a single school district would next be multiplied by the population fraction (Standard 5). The federal treasury would then pay to each district \$500 or some other sum per total adjusted teacher unit. It would also pay half of the cost of books and supplies up to a maximum of \$10 per pupil.

#### THESE ARE ULTIMATE STANDARDS

Standards such as the four suggested are not subject to interpretation by government bureaucracy. They are precise and definite. The training of teachers, the size of classes, the amount spent for materials of instruction, and the size of the school district are determined from records. Controls of this nature serve to lift the level of education by establishing a strong basic foundation on which it can rest. They produce the conditions in which local initiative can operate most efficiently. By using them wisely, the nation can ensure that federal aid will actually

produce better education for its children.

The suggested standards are markedly above those found today in many parts of the country. They are ultimate, rather than immediate ones. But attaining them should be part of any sound proposal for distributing funds from the national treasury. Such a proposal will include a timetable for reaching these goals. After careful

study, it will become clear that five years or ten years, or some other definite number of years is needed before these standards can be met. The transition from what is to what ought to be can be worked out in an orderly manner that will provide continuous improvement at a predetermined rate. This way, and this way alone, will bring to the people the better education that they seek through federal aid.

### Cautious optimism about another

## GLOBAL WAR

JAMES B. CONANT

President, Harvard University

A STUDY of the history of the American nation on the one hand and the history of science on the other shows that certain basic presuppositions are common to both enterprises. If that be true, I venture to believe that in an age of technology the two traditions must mutually support and reinforce each other; a country where this occurs will be powerful because of its dynamic quality and in competition with a more static system will eventually win out. Needless to say, the contrasting system which I have in mind, the static system, is that to be found on the other side of the Iron Curtain.

Scholarly inquiry and the American tradition go hand in hand: specifically, science and the assumptions behind our politics are compatible; in the Soviet Union, in contrast, the tradition of science is diametrically opposed to the official philosophy of that realm. Therefore, in the long run a competition between the free countries of the world and those which lie within the orbit of the dictatorship of the proletariat must result in a victory for freedom. This is the conclusion I draw from my study of history; this is the light a study of the past seems to me to throw on the perplexing years that lie ahead.

From an address on "Scholarly Inquiry and the American Tradition" at the 53d annual meeting of the American Council on Education in Chicago May 11.

But my cautious optimism about the future, I must admit, is based on one assumption, namely, that we can avoid another global war. If that assumption proves false, my optimism largely disappears. Not that I wish to be counted among those extremists who talk of the end of civilization or the extinction of the human race if we and the Soviet Union start dropping atomic bombs on one another. There are large, densely populated areas of the world which lie outside any possible belligerent zones in such a global war. There are large cities with ancient traditions—cultural centers—particularly to the south of both Russia and ourselves which under the worst conditions would remain untouched.

#### PEACE IN THIS CENTURY

Perhaps it is the fated task of those of us now living in the United States to develop our own civilization in these uncertain days merely in order to transmit it to the survivors of World War III in other lands. It would be no inglorious mission. But I for one refuse to assume any such outcome of our labors. I believe with intelligence, patience and good luck we can get through the balance of this century without another global war, and if we can I have every confidence that the free peoples of the world will win the ideological struggle of our times.



MELBOURNE HIGH SCHOOL

## Schools in **AUSTRALIA**

*show strength and dangers of state control*

**B**OTH America and Australia are old, established democracies in which fundamentally the people govern themselves.

Americans and Australians get on fairly well with one another. In business matters, social life, sport and recreation, everyday personal relations, material conditions of living, cultural life and civic responsibilities, their interests and attitudes are in many ways similar. In both countries it is the aim of education to promote national and personal well-being and international understanding and cooperation through the development of the capacities of individuals brought up in a social setting.

So different have been the histories of the two countries that methods of pursuing this common aim differ greatly. Racially and biologically, Australia always has been and still is intensely British and in spite of strong

**J. G. CANNON**

Assistant Chief Inspector  
of Primary Schools  
Victoria, Australia

Scottish and Irish influences, predominantly English.

In education American influence on Australian thought and practice has been considerable, particularly during the twentieth century, but not as deep and persistent as has the English. Australian education has been developed by an eclectic process mainly from the sources already mentioned. To the Australian these sources are akin to native ones, while all others are alien and are influential only when filtered through Britain or America.

While the Australians have been active and ingenious in adapting and developing institutions and processes modeled on those of other people, such as universities of the English kind,

technical schools, rural elementary schools and correspondence schools, they have not as yet created a characteristic national educational institution comparable with the English public school, the American high school, the Danish people's colleges, and the German continuation schools. Also, they have yet to produce an Arnold of Rugby, a Herbert Spencer, a Horace Mann, or a John Dewey.

The commonwealth of Australia is a federation of six states, which were, like the U.S., originally separate British colonies. It embraces also a few relatively undeveloped territories. The area of the country is 2,948,366 square miles, slightly less than that of the continental United States. Compared with the American states, the Australian states are huge in area and small in population. At the end of 1949, the total population of Australia was just above 8,000,000, while two states

New South Wales and Victoria, contained 5,115,659 and 2,139,124 people, respectively.

Each state possesses a capital, which was originally a colonial capital. These capital cities are virtually or actually seaports and constituted the original settlements. To a great extent the secondary industry and the commerce of the country are concentrated in them, while they hold also a considerable part of the population.

As a result of these conditions (and of the accident that the expansion of Australia's population through gold mining about 100 years ago coincided with England's acceptance of the principle that it was a national responsibility to provide for the education of children), the control of public education became the business of the state parliaments.

With federation, almost 50 years ago, public education became a state, in contrast with a federal or local, responsibility. Public primary, or elementary, education and secondary education are financed, directed and managed by the state parliaments through departments of education. The teachers are recruited, trained and employed by the states. Buildings, grounds and equipment are state property. Schools

and teachers are subject to inspection by state inspectors, most of whom were formerly state teachers. Curricula and teaching methods are virtually under state control. Within a state there is frequent transfer of teachers from one locality to another. In varying degrees in the different states, teachers have some say as to where they will work; parents' and other local committees working on behalf of the schools have nothing to do directly with the employment of teachers, although they have access to the central controlling authority in cases of gross neglect, inefficiency or misbehavior.

#### STATES HAVE SIMILAR STANDARDS

There is little transfer of teachers and other officers from one state to another, but occasionally, and particularly when reform or rapid expansion was a motivating influence, states have imported key officers from other states or from other British countries. There is little difference in the standards of education in the various Australian states in marked contrast to the variations among localities in the U.S.A.

Public control is exercised through parliaments elected mainly, but not entirely where there are "upper" chambers, on adult franchise.

A minister of education, who is invariably an elected member of parliament and a member of the state cabinet composed from the majority party, is the parliamentary or popular head of a state education department. The "permanent" head is a director of education, although in two states his title is director-general. Methods of appointing directors vary, but the person appointed is invariably primarily an educationist and, I think, one who has had distinguished service somewhere as a teacher. Seniority within a service has been a factor in some appointments, but it has been by no means the main consideration.

Ministers come and go, rarely do they remain in office for more than a few years. The directors, who are civil servants, retain their posts until they reach retirement age, which is usually 65. They and their chief subordinates, who are called superintendents in some states and chief inspectors in others, provide continuity of educational policy and the direction of educational services, but they are dependent on the ministers, and through them on parliament, for finance.

England and Wales, as far as I know, present the best example of national responsibility exercised through



This is typical of the one-teacher country schools.



Desks seating two children are usual in Australia.



local control. In Australia, as in America, national or federal responsibility for education does not really exist. Actually, America for a considerable time and Australia recently, on the American pattern, have, through the U.S. Office of Education and the Commonwealth Office of Education, respectively, made significant contributions to education in the compilation and distribution of statistical tables, the dissemination of information, and the provision of financial aid for specific educational purposes, such as vocational education in the United States and the education and rehabilitation of former servicemen in both of the countries.

#### DECENTRALIZED CONTROL

However, national responsibility to the extent that the national government legislates on such matters as the duration of compulsory schooling, the length of the school year, the general nature of the curriculum, the nature of premises, and the qualifications and the salaries of teachers, and national control to enforce such legislation do not exist in either country. To this extent the responsibility for education and its control are decentralized in both countries.

In both countries many citizens believe that the national government should accept full responsibility for the essential education of all citizens on the grounds that the individual Australian, for example, is an Australian citizen and not merely a Victorian, a Tasmanian or a citizen of any other Australian state. Yet in both countries many people who accept the principle of national responsibility lack a national control exercised directly by the central government.

If they are connected, as I am, with a state education department, they find it easy to see that federal control might be remote, bureaucratic, and somewhat inhuman, but they cannot see how state control can be similarly defective with respect to local communities.

While America is moving toward a greater degree of state responsibility and control in education, Australia is moving in the opposite direction. There is nothing remarkable in that, since they started at opposite ends.

State control was, I believe, essential to the development of education efficiently and rapidly and with a reasonable approach to equality of opportunity in a country whose population

was small, and most unevenly distributed and whose taxable wealth was concentrated in a few places. And Australia to a commendable degree produced this development through state educational systems. Small country centers, regardless of their financial capacity, shared the best as well as the less efficient teachers with the cities, observed the same school year, obeyed the same compulsory attendance laws, and enjoyed or suffered the same kind of buildings, furniture and equipment as did the cities.

In Australia, where the state education departments are isolated, the main weaknesses of centralized state control have been a stifling of local opinion and initiative and the encouragement of conformity and obedience on the part of teachers and other educationists at the expense of enterprise, experiment and progress. It does not follow that these weaknesses would be so serious in a populous country of small states and large cities, such as the United States, and I have noticed that they can exist in American cities under local control when these cities have made themselves relatively isolated as far as their educational systems are concerned.

#### CHURCH AND PRIVATE SCHOOLS

Apart from business and coaching schools for people beyond the statutory school age for compulsory attendance, there are now few schools of any importance in Australia owned by private individuals. However, nonstate schools, controlled virtually by such bodies as the Christian churches, have always occupied and are likely to maintain an important place in Australian education. An official survey has shown that in the age group of 6 to 12 years, 80 per cent of Australian children attended state schools, the percentage diminishes in the secondary stage with the result that in the 16 to 17 age group there are about as many children at nonstate schools as in state schools.

The Roman Catholic Church maintains at its own expense a comprehensive system of primary, secondary and technical schools, the Seventh Day Adventists provide a similar, smaller service, the Church of England and Protestant churches own and control preparatory schools and secondary schools. These schools constitute a more significant part of the complete Australian school system, I believe, than do similar schools in the middle and western states of America.

In general, they are within the national school systems insofar as they have to comply with regulations concerning premises, length of school year, qualifications of teachers, general nature of the elementary school curriculum, and compulsory attendance. To various extents they come under a measure of state supervision and inspection. The Australian situation in the controversial issues of state aid to these schools and religious instruction in state schools is broadly similar to the American.

Apart from these matters, the main educational considerations relating to these schools are that they serve to offset a possible regimentation of the people that might come from complete state control, they give opportunities for progressive experimentation beyond the limits usually attained within the state systems, and, in the case of the Protestant schools particularly, they serve more directly than do other schools to preserve the English traditional customs in education.

Although these schools in some degree maintain class distinctions, the Australian school system as a whole cannot be considered a two-class system, such as the English. Many Australian children outside the large cities have access to no other schools than state schools or Catholic schools. Many Protestant children and some Catholic children take part of their schooling in state schools and part in church schools.

#### COMPULSORY ATTENDANCE

In Australia attendance is compulsory from the sixth birthday to the 15th in four states, from the sixth to the 10th in New South Wales, and from the seventh to the 16th in the smallest state, Tasmania.

In three of the four states referred to, legislation raising the leaving age to 15 has been passed but not yet proclaimed. In 29 American states in 1948 the period of compulsory attendance was from the seventh birthday to the 16th. In both countries many children attend voluntarily beyond both ends of the statutory period.

In both countries preschool education is outside the statutory system, although in Australia it receives some financial assistance from public funds.

The Australian school year is about 200 days and is considerably longer than the average American school year. Teachers are paid during vacations at their usual rates. In Australia, and



particularly in rural districts, compulsory attendance laws are more rigorously enforced than they are in the U.S., while the actual period of compulsory schooling is less frequently curtailed through exemptions.

In the organization of education in stages, Australia, like America, is in a state of transition from general elementary education to general primary education followed by secondary education. Statistics for the two countries are not readily comparable, since American statistics treat secondary education as education above Grade 8, while Australia tends to follow England in taking 11 plus as the age of transfer from primary to secondary education.

Actually, however, American and Australian children proceed to what is in nature secondary education at about the age of 11 or 12. In Australian primary schools, as in American elementary schools, it is usual for a child to pass through a grade in 12 months, but the American method of passing children through in two batches at six-month intervals is not generally used in Australia. Consequently, Australian children who repeat a grade usually spend two years in it. In both countries, promotions are made on a compromise between attainments and age, and there is a wide age range within a grade.

#### SECONDARY SCHOOL COURSE

On the whole, Australian secondary schools are more differentiated in purpose and smaller than are American high schools. The complete Australian secondary school course covers six years and qualifies students for university matriculation, but most students do not attend beyond the fourth year while many do not go so far.

Neither coeducation nor the segregation of the sexes in schools is consistently practiced in Australia. It is usual to see boys and girls together in primary schools and country high schools.

Differentiation of purpose brings about segregation in secondary schools in some large cities, but coeducational high schools also exist in the same places.

Church secondary schools and preparatory schools are usually boys' schools or girls' schools, and this common English practice has been followed in some state secondary schools.

Senior technical education is both full time and part time, and, in general, follows the English pattern. Vocational

education, with cooperative education and work experience, along American lines, is not a significant organized part of Australian education, but some juvenile apprentices attend technical schools part time on the employer's time.

University education is taken only by a small proportion and usually with a vocational purpose. It is fundamentally academic or technical in character, but the concomitant socializing value that it possesses for students is considerable.

Adult education comprises trade and homemaking classes at senior technical schools and high schools and cultural and university extension courses provided by various authorities sponsored by states or universities. Attendance at these classes is significant but probably small in relation to the adult population.

#### "TRADITIONAL" EDUCATION

Regarded as a whole, Australian education is more "traditional" and didactic in character than is American education. This results, generally speaking, in a higher standard in set subjects than in America. Systematic guidance along American lines is, however, relatively neglected in Australia, guidance having been regarded as pre-vocational and vocational in purpose or merely as a psychiatric procedure. As yet the modern American conception of guidance as the basis of educational practice is but little understood by Australians.

Furthermore, the socializing purpose of education is in Australia generally subordinated still to the teaching of authorized curriculums by authorized traditional methods for the purpose of examination. Conditions dominate education, which has not yet managed to define its ends and to create its own conditions. Mass teaching is the general rule in primary schools and in the junior classes of secondary schools. Lecturing for note-takers is common in secondary schools and universities.

Primary classrooms in new schools are still being constructed on the basis of 12 square feet per pupil, whereas modern American schools in which children can live allow about 30 square feet. Australia possesses some fine modern school buildings, America possesses some horrible old ones. But, on the whole, American city school buildings, equipment and libraries are infinitely more conducive

to modern living and learning than are Australian.

American city teachers are more fully educated when they commence teaching and they receive greater opportunities for in-service education. Most Australian primary teachers receive training at a teachers' college of the normal school type for one or two years after high school graduation. Many take courses of various kinds while they are working, but only 25 per cent of the teachers in government primary schools hold a full university degree obtainable by three years of university study after matriculation.

#### MORE BRIGHT SPOTS

In many Australian city schools classes contain from 40 to 50 children, and usually these children remain in their desks for four stretches of from one hour to one hour and a half in duration. Proper education for all children cannot be provided in these circumstances. Somewhat similar conditions exist, no doubt, in many parts of America, but there I've seen more bright spots.

In both America and Australia many people are uneasy about the future of education. This is a good thing. A strong, well informed public opinion is essential for progress. In both countries national responsibility for the provision of some kind of educational care for all citizens from birth to at least 18 must be accepted. Preschool or nursery school education must be provided for children from 2 to 5 or 3 to 6. Full-time primary and general secondary education to 15 or 16 should follow it, and this should be followed by school direction and care to 18, although many youths should spend half time at school and half at work at this stage.

In both countries educationists know what should be done, although they may not know how to do it. America has had much more experience in tackling the problem of providing satisfying and educative school life for dull and average adolescents than has Australia. In homemaking education, guidance and work experience, Australia has much to learn from her.

Americans and Australians have demonstrated their belief that democracy is worth fighting wars for. To hold it they must devote to peace-time education the same energy, money and research that they are prepared to give to defense in wartime.

# Current practices for **IN-SERVICE EDUCATION**

**T**O DETERMINE the present status of in-service education for staff members, I sent letters and a brief questionnaire to 58 different school systems of various sizes scattered throughout the nation. All of those contacted replied.

In answer to the question, "Does your system have an in-service education program?" all but two of the 58 systems said yes. Hammond, Ind., reported its program dated back to 1923, and Oakland, Calif., said its program started in 1925. Seven systems had in-service education plans before 1940. More than 80 per cent of the programs were begun in the last decade.

## **POPULAR PLAN**

Seventy-five per cent of the school systems reported a cooperative planning arrangement between the administrative and the teaching staffs. This plan seemed most popular because it permitted the pooling of all points of view on the needs of the system. In the other school districts plans are formulated by the superintendent or his assistants on the basis of the known needs of the system.

A troublesome point is that of finding time to initiate and to carry on the work. Half of the schools reported that a period of from two days to one week before the opening of schools in the fall was used for the training period. All systems having a program stated that some time was set aside during the regular school year for a workshop or some other form of local training. Some systems stated that school was dismissed for varying periods during the regular year. In a few instances in-service programs are scheduled to follow the close of the school session.

A few stated that the preschool and postschool sessions were included as part of the teaching contract. Others reported payment of extra salary or at least of expenses for their attendance at workshops.

## **ALEX. JARDINE**

Superintendent of Schools  
Moline, Ill.

The Los Angeles school system operated hundreds of in-service training classes with a total enrollment of 8000 teachers during the 1949-50 school year. Oakland, Calif., and other schools in that area likewise have in-service training programs. Oakland reports a close relationship with the teacher training colleges of the area and indicates that the local school system and the area colleges must cooperate if the program is to succeed. Colleges provide off-campus consultants to work with local systems.

Nearly all of the systems report a plan for evaluating the in-service activity. Dallas, Tex., has an extensive evaluation report based on teachers' judgments. Crawfordsville, Ind., and Moline, Ill., use a check list that is marked by all teachers and administrators who have participated in the training sessions.

Oakland has made a special effort to evaluate the worth of in-service

attending the 1950 Oakland summer workshop and who will be observed again in the fall. We hope to develop a document, something like Dr. Paul Morris' *The Growing Edge*, that will reveal areas of improvement.

## **SUMMARY OF FINDINGS**

A statement from Virgil Rogers, superintendent at Battle Creek, Mich., was accompanied by a resume of findings of a discussion group of Michigan administrators concerned with the problem of in-service education. Salient points of the summary include these basic assumptions:

1. In-service education is an integral part of the teacher's job.

2. The most effective kind of in-service education places great value upon the quality of human relationships.

3. Effective in-service education starts with specific problems of teachers and is planned by all others concerned.

4. The process of in-service education is as important as the product.

5. Professional improvement of the teacher resides within the individual.

6. Teachers can improve regardless of present patterns or mode of classroom operation.

On the basis of opinion obtained from these 58 American school systems it would seem that in-service education has been developing as an important responsibility of local systems for the last quarter of a century. The most rapid development of the movement has been within the last decade. Relatively few school systems are without some form of in-service education, and it is likely that these few will soon join the ranks.

Planning the program is the function of the administrator and his staff of supervisors and teachers working cooperatively. The end result will be improvements in instruction, supervision and administration and, eventually, happier, better adjusted, more competent citizens.



training. Forrest C. Michell, administrative assistant in the Oakland schools, says, "We are now striving, through a group of cooperating school systems, plus a grant from the Rosenberg Foundation, to find ways in which observation in the classroom can detect improvement in the teachers' performance, in the teacher-pupil relationship, and in improved classroom environment. We are making such observations in classrooms of approximately 200 teachers who will be

# **BUS DRIVERS** *are scientifically trained in Alabama*

## **D. P. CULP**

Assistant Director of  
Administration and  
Finance

Alabama State  
Department of  
Education



School bus drivers  
practicing on a  
handicap course.

**R**ECOGNIZING that safety and economy in school bus operation are dependent upon skillful driving, the Alabama State Department of Education in cooperation with local county boards of education inaugurated a statewide program of scientific training for school bus drivers in 1940.

### **COOPERATIVE PROGRAM**

The program was begun on a part-time basis, with the American Automobile Association and the U.S. Office of Education cooperating in training instructors. These instructors, with the aid of state department representatives, taught school bus drivers in county groups. The safety and economy records of trained drivers showed such marked improvement over records of nontrained drivers that local boards of education steadily increased their demands for bus driver training programs. In 1945 the state training program was expanded to include a full-time instructor. This instructor, who is employed by the trade and industrial education division of the state department of education, trains school bus drivers and high school driver education instructors.

The driver training instructor's services are furnished to local boards of education upon request without cost. Training materials and testing apparatus are paid for with trade and industrial education funds. The only cost to local boards is that of housing the training program.

Two training programs are offered to school bus drivers: (1) a basic course for drivers who have not previously had a training course in school bus driving and (2) an advanced course for drivers who have previously completed the basic course. The advanced course is varied from year to year so that it is profitable for school bus drivers to participate in an advanced course each school year.

The purpose of the basic training course is not to teach students to drive a motor vehicle but to give the specialized training a regularly licensed driver needs to become a safe, skillful school bus driver. It consists of 12 hours of classroom instruction, four hours of bus driving on a handicap course, and four hours of driving on a typical bus route. Scientific instruments designed by the American Automobile Association and instructional materials prepared by state de-

partment of education personnel are used. The classroom instruction is based upon a "Handbook for School Bus Drivers," which contains the following chapters:

1. The Need for Trained School Bus Drivers
2. Qualifications of the Skillful School Bus Driver
3. Personal Relationships and Responsibilities of the School Bus Driver
4. Protecting the School Bus From Abuse
5. Understanding and Maintaining the School Bus Mechanism
6. School Bus Driving Technics
7. Characteristics of the Skillful Driver
8. Recommendations for Loading, Unloading and Controlling Children
9. Don't's for School Bus Drivers
10. Tests for School Bus Drivers

### **SAFETY EMPHASIZED**

Throughout the handbook, and in all class discussions, safety is emphasized in every way possible. The student is shown how to recognize hazardous practices and situations and how to compensate for them. Each student takes psychophysical tests that give him an accurate estimate of



Left: The glare test gives a driver an estimate of his ability to see at night when faced with glaring headlights. Below: The steadiness test measures a man's "steady nerve."



his ability to do such things as: (1) judge distances accurately, (2) react quickly, (3) remain calm in an emergency, (4) see objects to the right and to the left of his path ahead, and (5) see at night when faced with glaring headlights.

Classroom sessions are conducted in the form of instructor directed group participation, and most groups remain for informal discussion after the official closing hour.

#### HANDICAP COURSE

During the four hours devoted to driving a bus on the handicap course drivers get experience in controlling the bus in close quarters. This driving gives the driver a real life measurement of his ability to judge distances and to control his bus within narrow limits of error. It is not pos-

sible for each driver to drive the full four hours, but the time is devoted to driving and to observing others drive on the handicap course.

During the driving period devoted to regular route operation, the driver observes and demonstrates good driving under actual operating conditions. Each driver drives over a number of miles of a route, making scheduled stops for loading and unloading students. His fellow drivers who ride on the bus evaluate and discuss his procedures in handling the bus in relation to safety standards.

The advanced course is made up primarily from accident records recorded for the state as a whole. Actual accidents are diagrammed, and the drivers, with the aid of the instructor, thoroughly analyze the accident situation for the purpose of helping drivers

to see how the situation might have been compensated for by skillful driving and thereby avoided. Each driver, with the aid of a route map and of the group, analyzes his own route for potentially hazardous situations and compensating driving techniques. This course is varied from year to year as different accident situations are recorded, and drivers are enthusiastic about attending the course each year.

The training program is not compulsory; it is estimated that each year about half of the school bus drivers in the state attend training courses or clinics as the sessions are often called. More drivers are not reached at the present time primarily because of two factors: (1) The state has only one full-time instructor and one part-time instructor. These people cannot meet or comply with all requests for training programs. (2) The turnover in drivers is so great that a number of courses would be required in each administrative unit to train replacement drivers during the year. It is hoped that in the immediate future the state will be able to expand its training personnel to provide all training services requested by local boards of education.

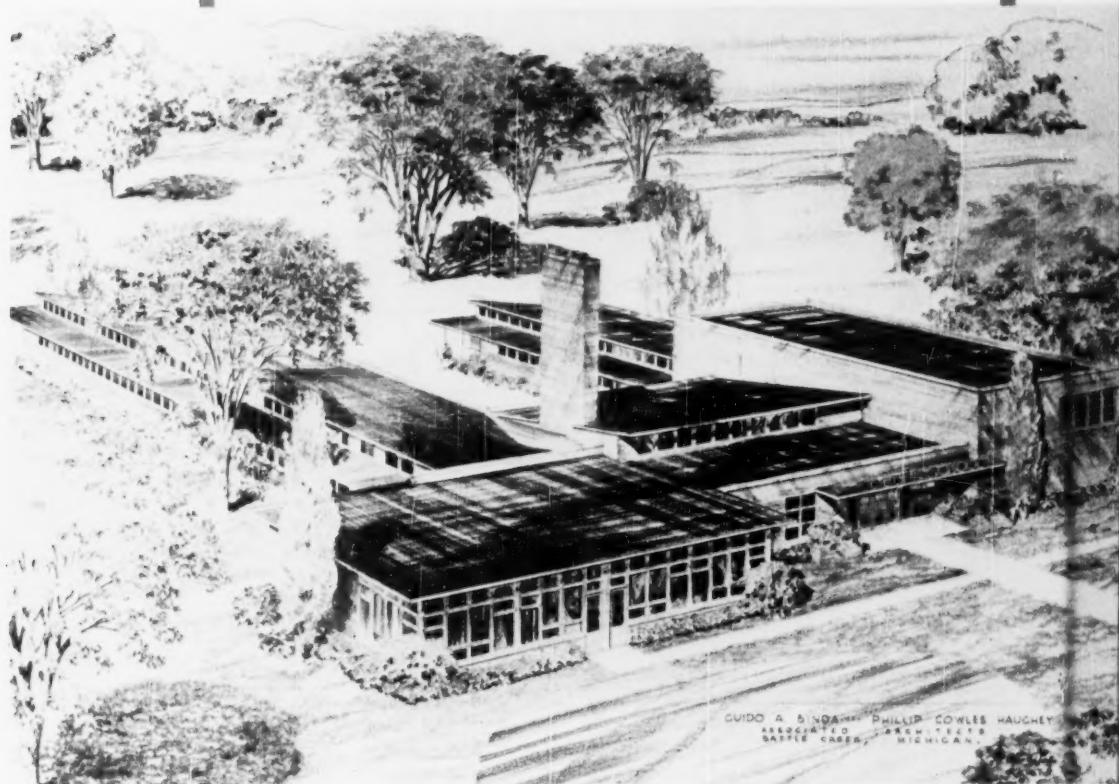
#### PLAN FOR EXPANDED PROGRAM

It is believed that within a period of a few years all bus drivers in Alabama will attend a training session at least once each school year. Plans have been made for requiring all beginning drivers to attend the basic course before they sign a contract to drive a school bus. This plan will go into effect when adequate training personnel and facilities can be provided.

Since the training program has been inaugurated only one trained driver has been involved in an accident resulting in fatalities. This accident was charged to the negligence of the driver of the other vehicle. Drivers and school officials alike who have participated in the driver training program are convinced that the trained driver is the biggest single influence upon safety and economy in school bus operation.

On the basis of experience, Alabama school officials are convinced that the school administrator can make no greater contribution to safe, adequate, economical transportation than that of selecting school bus drivers carefully, training them thoroughly, and supervising them closely.

# SCHOOLHOUSE PLANNING



Architects' rendering of Coburn School, Battle Creek, Mich., with recreational park in background. Described on next page.

## 2 NEW SCHOOLS 2 ADDITIONS

Designed for BEAUTY (in Michigan)  
ECONOMY (in Texas)  
ENLARGED PROGRAM  
(in New Jersey)





LOBBY ALL PURPOSE ROOM

**BEAUTY** and practical utility, too,  
characterize this elementary school,  
a product of cooperative planning

**VIRGIL M. ROGERS**

Superintendent of Schools, Battle Creek, Mich.

**GUIDO A. BINDA, PHILLIP COWLES HAUGHEY**

Associated Architects, Battle Creek, Mich.

THE board of education, the citizens committee on school affairs, and the staff recognized an immediate need for four classrooms to house elementary school children in the Roosevelt school district, Battle Creek, Mich. The children are presently being sent to overflow rooms in the Southwestern Junior High School. This was part of a total program for which a millage was passed in May 1948.

**Solution to Problem.** Upon further

study, because of the inadequacy of the Roosevelt School site, its encroachment by commercial enterprises, and profound difficulties encountered in attempting to add to the present Roosevelt School, it was determined that a new site within the district should be obtained, and a new school built to take care of the Roosevelt overflow and the known increase.

In order to relieve the adjacent Wilson and Jefferson school districts, the

boundaries were changed to enlarge the Coburn area to a school of seven elementary classrooms. A low, horizontal, one-story finger type of school was developed. The building is arranged for flexibility, so that it can be expanded to double its present size if conditions require.

**Planning.** Thorough planning characterized the school from the beginning. An extensive tour of new schools in a wide area was made by school representatives and architects. Local teachers in recent new additions to existing buildings made detailed suggestions. Plans were developed, checked and rechecked with school representatives from all areas of the school program. Parent groups and city park officials cooperated in plot planning and playground development.

**Site.** The site is a 5 acre plot in the residential area on the southwest side of Battle Creek. The school property is adjacent to a 20 acre tract being developed by the city as a recreational area to be known as McRae Park. The school will have use of the park for playground space, and the city recreation system will have use of gymnasium and toilet facilities in the school. Toilet facilities available from outside the school can be used even when the school proper is closed.

The facilities consist of a kindergarten, rooms for first grade through sixth grade, library, lobby-meeting room, playroom-gymnasium with stage, inner and outer offices, principal's office, clinic and health unit, kitchen, mimeograph room, men's and women's toilets, teachers' room, boiler room, yard tool storage room, basement storeroom, and boys' and girls' toilets off the playground.

The storage facilities provide the maximum in instructional efficiency. In each classroom there are a teacher's closet, a magazine case, a display case, a storage and drawing paper case with letter files for all sizes of papers, two workbenches on casters with tool and lumber storage space, a clay bin case on casters with storage for clay boards, a 9 foot work counter with sink and storage below, a 9 foot upper storage cupboard, and two bookcase-display cases with built-in flower boxes.

There also are storage space off the gymnasium for folding chairs, toy storage dollies in the kindergarten and first grade rooms, wardrobe cases with seats, library cases, teachers' bulletin board and mail boxes, display case, key case, office counter and storage



The stage in the playroom-assembly is two feet above the play floor. The area above the wings houses the ventilating equipment. The floor and wainscot are cork tile; walls, cinder-block painted beige and plum.

## CONSTRUCTION DETAILS

**GENERAL CONSTRUCTION:** Steel frame building with masonry walls. Floors, concrete on earth; various floor finishes. Walls, brick with block backings. Roofs, gypsum deck on wood and steel joists; built up. Partitions, block and stud; brick wainscots. Ceilings, acoustical tile stuck to 1/2 inch plaster board on wood and metal furring. Windows, specially designed wood sash, with hopper vents.

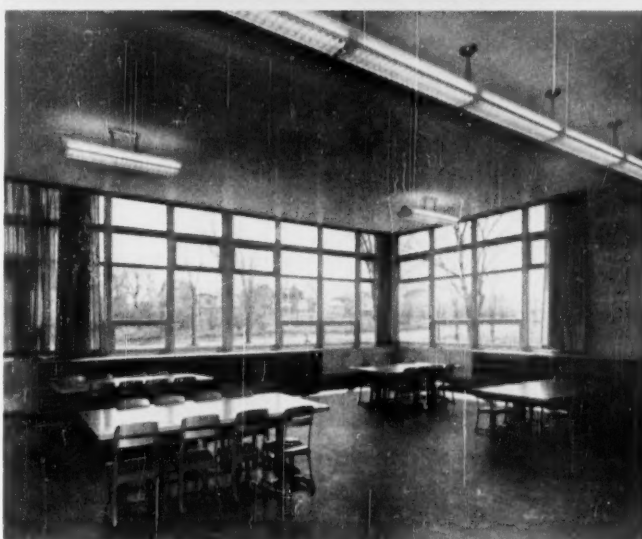
**FINISH MATERIALS:** Floors, asphalt tile, terrazzo, cork tile and hard maple. Counters, jasper linoleum. Window stools, quarry tile. Exterior walls, glass, brick, plaster. Interior walls, brick, pine boards, plaster. Wainscots, classrooms and corridors, brick; gymnasium, cork tile; toilets, ceramic tile.

**HEATING AND VENTILATING:** No. 5 oil fired, low-pressure steam boiler plant. Unit ventilators and convectors in each classroom and playroom. Wrought-iron radiant floor coils in corridors, playroom, kindergarten, first grade room, lobby and offices. Pneumatic temperature control. Circulating hot water. Classroom and toilet mechanical exhaust systems. Indoor-outdoor thermostatic controls.

**PLUMBING:** Bathroom type of toilet facilities off each classroom; sexes divided above the third grade. Bubbler drinking fountains. Cast-iron soil and rainwater pipes. Prison type of fixtures in play yard toilets. Connections to city storm water mains and city sewage disposal system.

**LIGHTING:** Bilateral classroom daylighting. Indirect incandescent fixtures in halls. Recessed incandescent fixtures in gymnasium. Louvered direct-indirect fluorescent fixtures in classroom (twenty-eight 40 watt bulbs in each classroom). Electronic clock system. Buzzer call system. Exit lighting system. Fire alarm system.

**COSTS:** Including general construction, plumbing, heating, ventilating, electrical work, landscaping, gradings, walks, drives, paving, built-in equipment, and architects' fees, \$253,500. Cost per square foot, \$14.25; per cubic foot, \$0.93.



The cubicles in the kindergarten room are for storage of children's napping rugs and personal belongings. Fitted below the cubicles are rubber tired carts for storage of toys, blocks and games. In the corner is a built-in story telling bench. The radiant heating is augmented by a unit ventilator. The sash have hopper-type ventilators.

cases, kitchen storage cases, pantry closet, janitor's closet, and health equipment closet.

**Classrooms.** Instructionally, Coburn School is a teacher's dream come true. Its low ceilings, warm color, oak cases and soft draperies give a home-like living quality to each room. There are excellent lighting features and wide windows. All rooms are completely self-contained units with drinking fountain, bathroom facilities, running

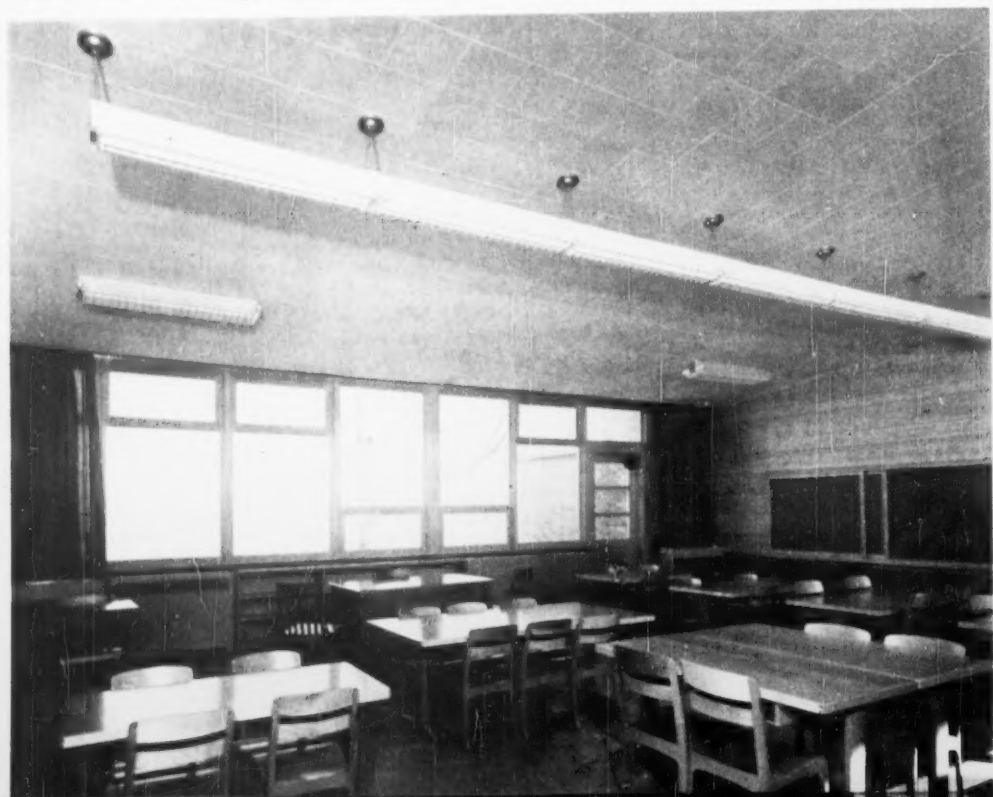
water, and numerous electrical outlets. The storage cases for all types of instructional materials include movable clay bins complete with clay boards, movable woodworking benches with storage spaces for tools and lumber, letter files for cumulative records, pictures and instructional materials.

A major boon for teachers is the unlimited display area in each classroom made possible by thumb-tacking into knotty pine boards on three walls.



Above: The library has shelves for books and magazines on each wall.

Below: The bookshelves at the ends of the window wall of this typical classroom have copper plant boxes. The door leads to the play-yard. The wainscot is brick; the wall above it is knotty pine with a blond finish. The ceiling is acoustical tile; the floor, asphalt tile.



Direct access to the outside makes possible easy transition between indoor and outdoor instruction. Hard surfaced play areas of bituminous concrete provide all-weather usage.

All rooms are soundproofed and all ceilings insulated. The square type of classrooms with work-corner units, minus the typical workroom partition, offers maximum space and flexibility for a variety of instructional purposes within easy supervision of the teacher.

Toilet facilities off the classrooms have terrazzo floors and ceramic tile wainscots with enameled plaster above. All fixtures, cupboards, and furnishings are graduated in size to fit the child of the age group using the room.

**Playroom.** The playroom, with its safe and quietening cork floor and cork wainscoting, has shatterproof glass windows which eliminate the need for unsightly wire window guards. The small but well equipped stage and the adjoining kitchen facilities make this room one of multiple purposes.

**Color.** Careful attention has been given to the color scheme throughout the building. Some of the light beige-pink brick shows in nearly every room. The lobby finish is a light tan-brown sandstone.

The classrooms have been worked out in three chief colors for walls, floors and windows. The walls are

principally knotty pine boards with the inside wall always a white wipe finish; the other walls vary—green, yellow, pink or blue wipe finish.

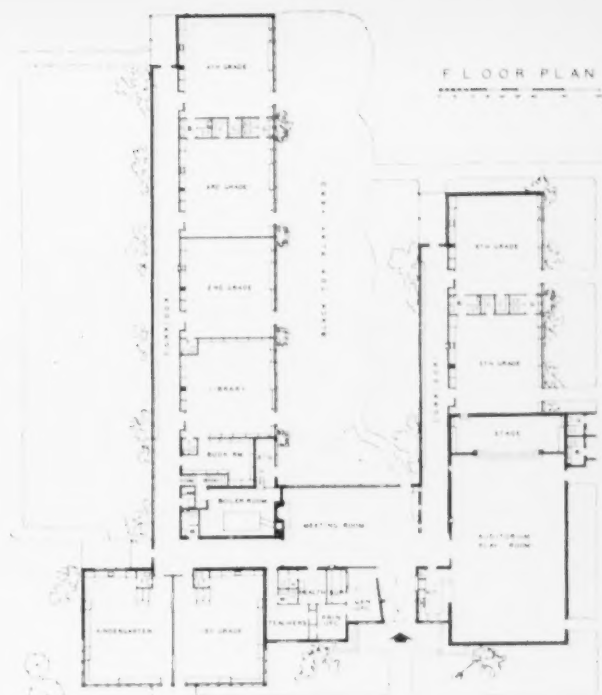
Floor colors harmonize with wall colors and are gray-green, tan or beige. Windows are a contrasting color, always toned with gray—moss green, copper brown, pale yellow or persimmon. Drapery colors are one shade darker than windows.

Cases and trim are blond finished red oak. The backs of cases and the accents are painted sash colors.

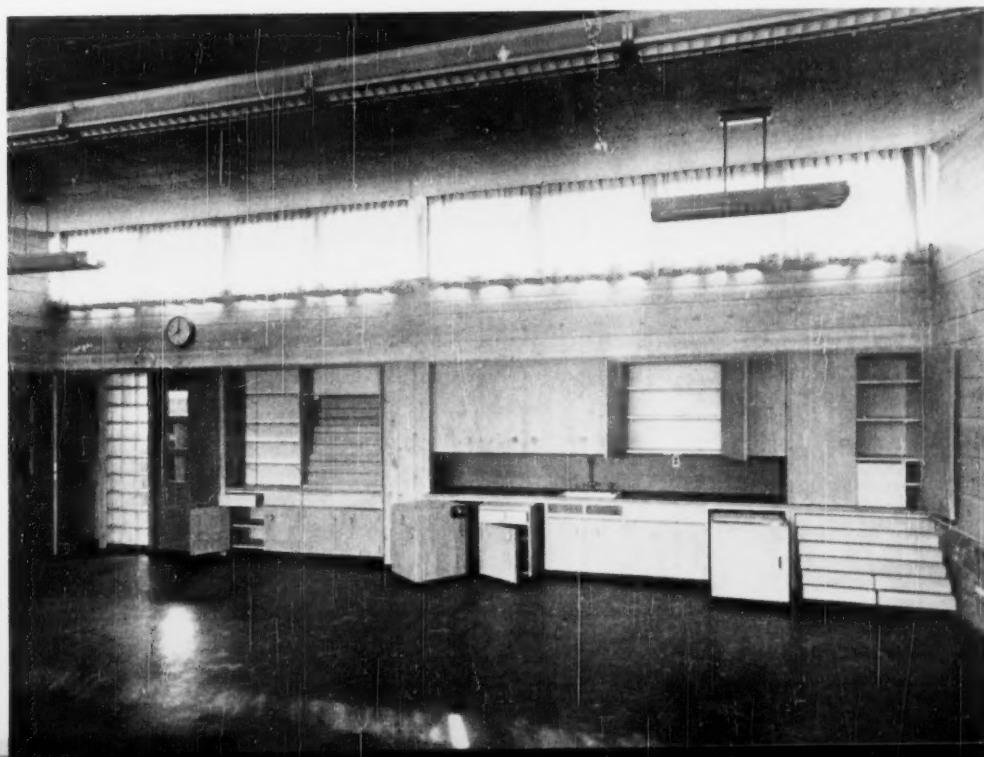
Other color accents include the counters, which are a contrasting color of linoleum. The chalkboard is green, and plant boxes add green. A whimsical splash of strong color marks the corridor doors.

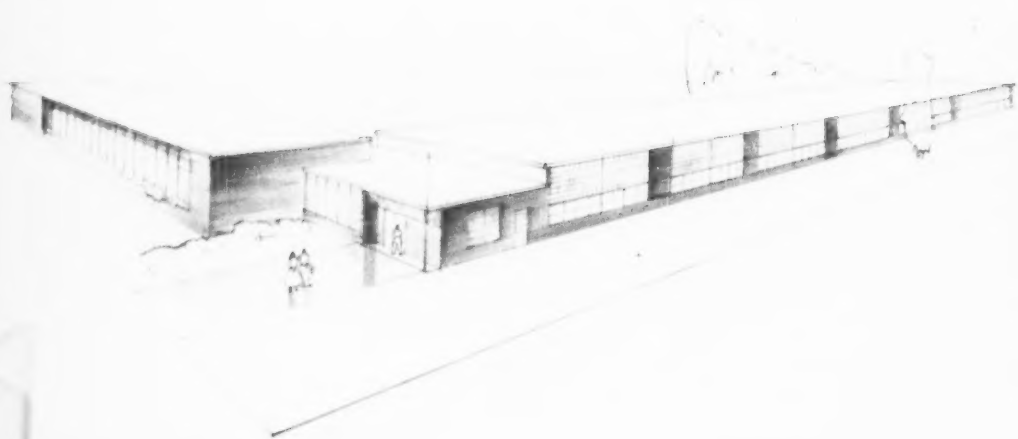
**Economy and Ease of Maintenance.** All areas of intensive usage have hard surfaced wainscots of either brick, ceramic tile or cork tile. This reduces maintenance repair work and cleaning. There are no stairs to climb and clean, and the custodian can have all equipment on the floor where he is cleaning. The pine paneled walls do not show soil or dust as would a painted surface and can be wiped with a damp cloth. The storage cupboards are of great help in organization and maintenance of a school.

The Coburn School was named for the late W. G. Coburn, superintendent at Battle Creek from 1895 to 1900.



Storage and work facilities are provided on the corridor wall of this typical classroom. From left to right are the door to the toilet; the teacher's personal closet; the door to the corridor; a project display case; a magazine case; a 12 inch long work corridor; movable workbenches; a movable clay bin, and a storage case for instructional materials.





HERMES ELEMENTARY SCHOOL, LA GRANGE, TEX.

## **ECONOMY** *without sacrifice of principles of lighting, decoration, color, heating and ventilating*

**CHARLES A. LEMMONS**

Superintendent of Schools  
La Grange, Tex.

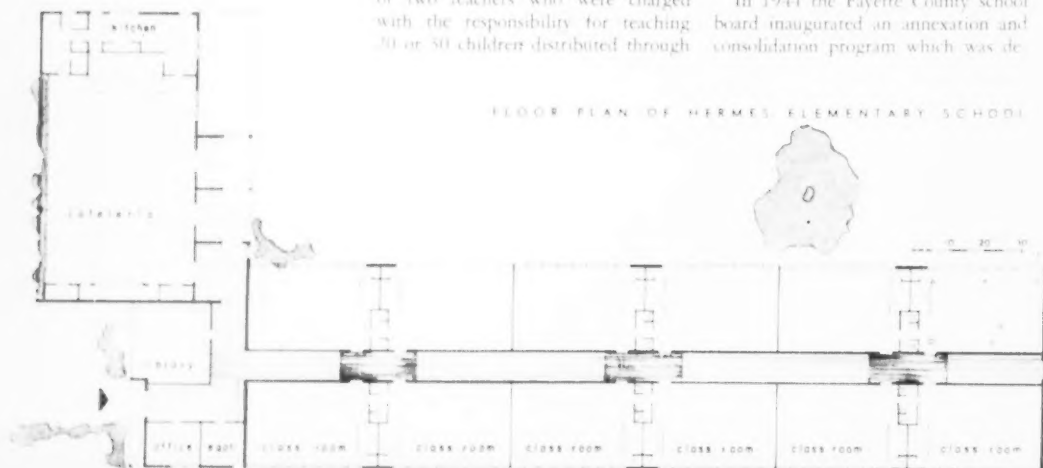
THE La Grange independent school district is the outgrowth of a study made five years ago of the educational facilities in Fayette County, Texas. This study showed that the La Grange district furnished high

school facilities for the students in 18 common school districts which embraced an area of 250 square miles.

It also was found that most of the elementary schools in the common school districts were staffed by one or two teachers who were charged with the responsibility for teaching 20 or 30 children distributed through

the eight elementary grades. Under these circumstances, the rural school districts could not afford transportation systems or provide adequate hot lunch programs for the children attending the small schools.

In 1944 the Fayette County school board inaugurated an annexation and consolidation program which was de-



FLOOR PLAN OF HERMES ELEMENTARY SCHOOL



ADDITION TO RANDOLPH HIGH SCHOOL

signed to make modern educational facilities available to all students in the county. Eighteen common school districts were annexed and consolidated with the La Grange independent school district. The area of the La Grange district was increased from 25 to 250 square miles, and the assessed valuation of the taxable property was increased from \$2,500,000 to \$5,500,000. The student population increased from 900 to 1750.

#### PLANT INADEQUATE

When the annexation program was completed, a survey of the physical facilities of the district disclosed that the La Grange plant was inadequate and should be expanded. Fifteen modern school buses were purchased to provide transportation for 760 children from rural areas.

A study of the grade distribution in the system revealed that 12 elementary classrooms and a cafeteria were needed in the white school system and that

four elementary classrooms, a gymnasium, and a cafeteria were needed in the colored system. The newly created district with the increased assessed valuation of taxable property could issue only \$300,000 in bonds to finance the expansion program.

By consolidation, the white school, which formerly was in one building combining high school and elementary grades, will now have separate high school and new elementary school buildings.

Space does not permit use of pictures of Negro schools occupied prior to the consolidation program. These schools contrast widely with the illustration of the present school with its additions, a clear indication of the improvement in the physical plant for colored children. The school for Negroes has a high school addition of four classrooms and a combination gymnasium-cafeteria-auditorium.

These additions had to be designed in the same spirit of economy as did

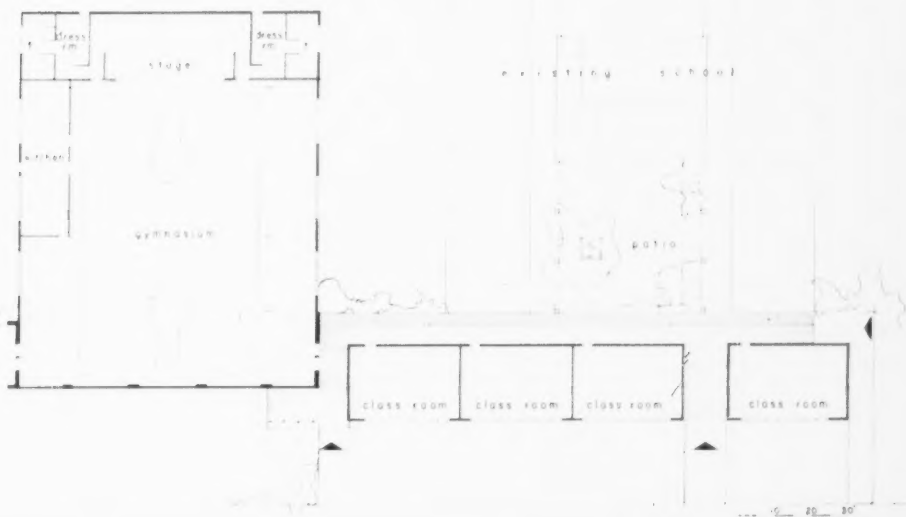
the Hermes school. Since the old building had exterior corridors, they also were used in the new section.

#### MAIN INTEREST

Possibly the main interest in this addition is the combination gymnasium-cafeteria-auditorium. A concrete wall 6 feet high, plus concrete slab, formed the base of this gymnasium; from that point on a Quonset "80" hut was used. The interior of the Quonset was sprayed with aluminum. In the center section, panels were opened up and covered with corrugated translucent plastic material to permit extra lighting in the play area. The interior of the concrete walls is painted a deep green, while the stage is trimmed in coral. This gymnasium, which has a maple floor, was built at a cost of approximately \$6.50 a square foot.

The architects' account of the school building program appears on the two succeeding pages.

#### RANDOLPH HIGH SCHOOL LA GRANGE, TEXAS







## Architects explain how they met objectives of building program

**GEORGE M. PAGE**

Page Southerland & Page  
Architects Engineers  
Austin, Tex.

The entrance hall is a pleasant place. As the visitor enters he sees this bench and brick wall with display shelves for the children's own work.

board. Both plaster board and fiber-board areas are painted white in all cases to maintain a good lighting ratio.

The floors are asphalt tile. By changing the color of occasional blocks of tile the area in which children may be seated for visual education and the correct location of the screen and projector have been designated.

The corridor walls in the classroom area are perforated asbestos cement facing backed with a sound absorbing element on solid sheathing and frame. An attempt has been made to shorten the appearance of this corridor by changing the color of the tile in front

**T**HE Hermes Elementary School at El Xarago, Tex., has been built at a cost of about \$85 a per square foot, including the architect's fee.

It was necessary that most of the school be built at an almost new low level for this area. The superintendent and school board, after seeing the first rough sketches (which included all of the things they desired but could not afford more than the available funds would allow), gave priority as three themselves over all others for furniture and fixtures had previously been decided.

Twelve classrooms and a gate room.

Boys' and girls' locker for each was also built.

Maximum daylight with uniform footcandle readings, glass block.

All other details and design were keyed to fit into these three major objectives.

Costs of design and construction are as follows: Classroom interior finishes are white to keep maintenance as low as possible and at a low cost; for example, along all exterior walls on all corners a 10 inch brick cavity wall (the inner common brick has been left exposed and unpainted. The outer walls on the top of the brick

boards are V joint pine. They are treated in varying shades of stain to lighten them and to avoid too much contrast. Above the blackboards to the ceiling, a plastic painted plaster board has been used. The ceiling is fiber-



A group of children working in the Hermes Elementary School library. It's a cheerful room with its walls of brick and gaily painted plaster board.

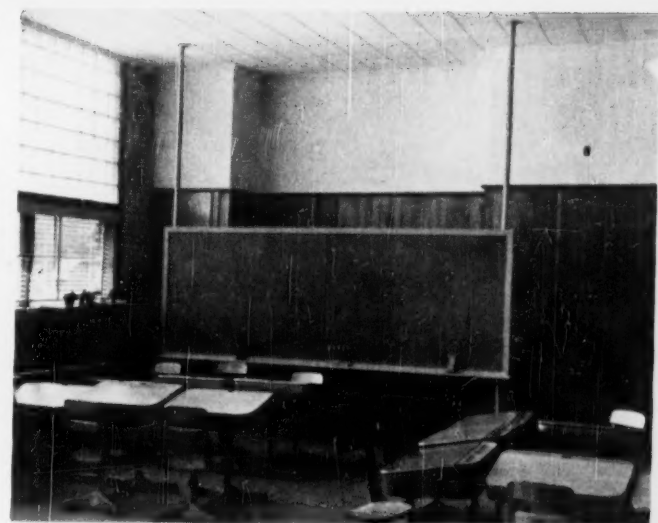
of classroom entrances and carrying the same color up the walls. This breaks the corridor at three distinct points. A definite attempt to provide a pleasant and more interesting entrance has been made. On entering, one faces a seating bench near the principal's office, plus projecting shelves for the display of work the children are doing. The hall in this area is a combination of plywood and brick. This finish carries down the corridor to the cafeteria.

#### TO DECENTRALIZE LIBRARY

The library is essentially a reading room. The walls are brick and plaster board, the latter painted in gay elementary colors. The administration wishes to decentralize library activities by locating them primarily in the individual classrooms. Movable modular shelving and storage space are installed in each classroom.

The cafeteria, which serves both the elementary and the adjacent high school, has a small speaker's platform at one end so that the room can be used by the elementary school as an assembly hall. The walls of this room are a combination of brick and plywood; the floors are greaseproof asphalt tile.

The heating for the building is provided by a forced warm air system, utilizing a boiler and hot water fan and coil units. The hall ceiling was turred down, and the area has been used as a plenum. Three roof fans are



View of the classroom showing the chalkboard and teacher's closet. The wall space back of the chalkboard has hangers for the children's wraps. The door at the right of the chalkboard leads to the children's toilets.

attached to the same duct to give forced ventilation in warm weather.

An interesting feature brought out by the bids concerns the cost of directional glass block. An alternate bid indicated that the cost of the glass block was approximately \$500 to \$550 per classroom, but had the directional block been removed and glazing inserted the size of the heating system should have been increased. Also, it

would have been necessary to purchase shades for the windows of this area. Summed up, it seemed apparent that the cost of this system of natural daylighting was rather small when spread over a reasonable period of time. Only that area that will have to be bolstered under severe conditions was provided with artificial illumination. Since this building is not lighted for night school use, a sizable sum was saved.

Interior corner of second grade classroom lighted by clerestory and proper decoration. This picture shows the flexibility of the day-lighted classroom.



## **RIGHT WING** provides special facilities for

*this township elementary school; left wing to follow*

A KINDERGARTEN room and, just below, a kindergarten play room which can be reached by way of a private stairway, a gymnasium-auditorium, and a modern cafeteria and kitchen are included in the new addition to the Harding Township School at New Vernon, N.J. The supervising principal of Harding Township, which is in Morris County, is Paul C. Werr.

The kindergarten is colorful and gay, its marbledized neutral red asphalt tile floor being bordered in black and having bright blue and gray insets.

The window wall overlooks a row of evergreen trees; under the windows is a luncheon covered shelf with cupboards for the children's belongings; below, these are spaced between ventilating units and radiators. The kindergarten has its own restroom, storage space, lavatory, toilet and drinking fountain.

The children go down a private stairway from the first floor kindergarten room to the ground floor play room. Its floor is gray and red-violet asphalt tile with markings for various

games. There are various kinds of playroom apparatus.

The gymnasium-auditorium, on the first floor of the new addition, has the lower half of its walls covered with cork; the upper half is precision cinder blocks painted red-orange. Ceilings are acoustical tile.

When another wing is added, it will include an auditorium, freeing this space for gymnasium use only. When the new auditorium is built the stage can be removed from its present location and bleachers put in its place. Footlights with covers can be let down flush with the floor. Auditorium chairs are set up on dollies kept in cupboard under the stage and brought out when needed.

Heating is of the vacuum steam type with convactor radiators and unit ventilators where required.

In addition to the main exit from the gymnasium-auditorium, another

leads to the ground at the rear and a third connects with the main corridor of the school.

Boys' and girls' locker rooms are placed on either side of the ground floor entrance of the new wing. Each locker room has its own showers and toilets. Floors are green asphalt tile and walls, glazed tile. Toilet room floors are ceramic tile.

The kitchen and cafeteria, located on the ground floor, are large enough to accommodate many more children than the 257 now enrolled. The kitchen has two large gas stoves, stainless metal sink and drainboards, a refrigerator, and a central work table. A dishwashing unit is in a separate room. Back of the kitchen is a large storeroom. Near the back entrance are a lavatory and a toilet for employees.

While they eat their lunches, the youngsters sit on folding chairs at long tables with metal edged hardwood tops.

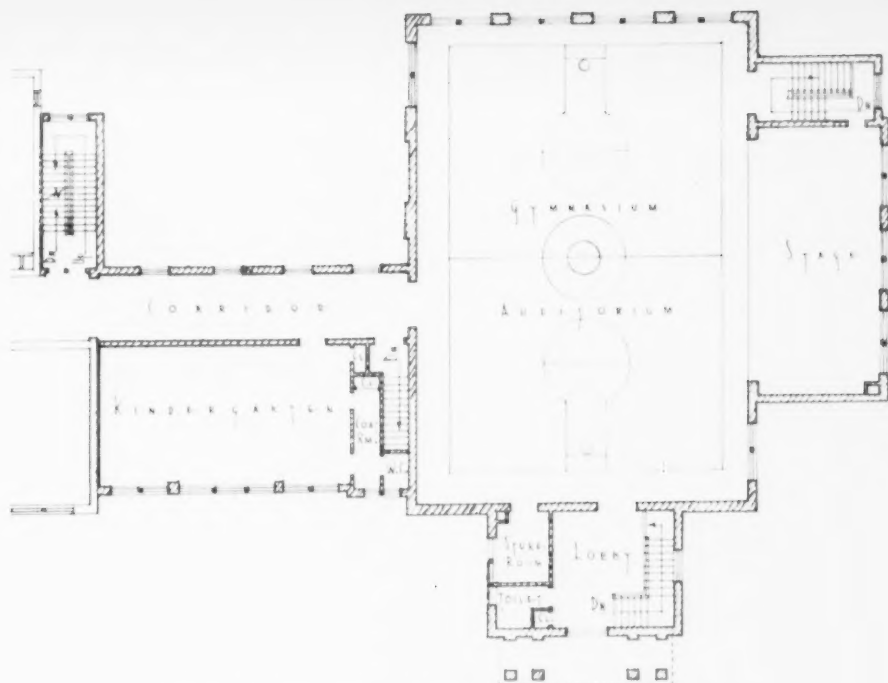
The addition is of concrete block cavity-wall construction with face brick on the outside and finished directly on the concrete block inside. The structure is completely fireproof.

### **ARTHUR N. STARIN**

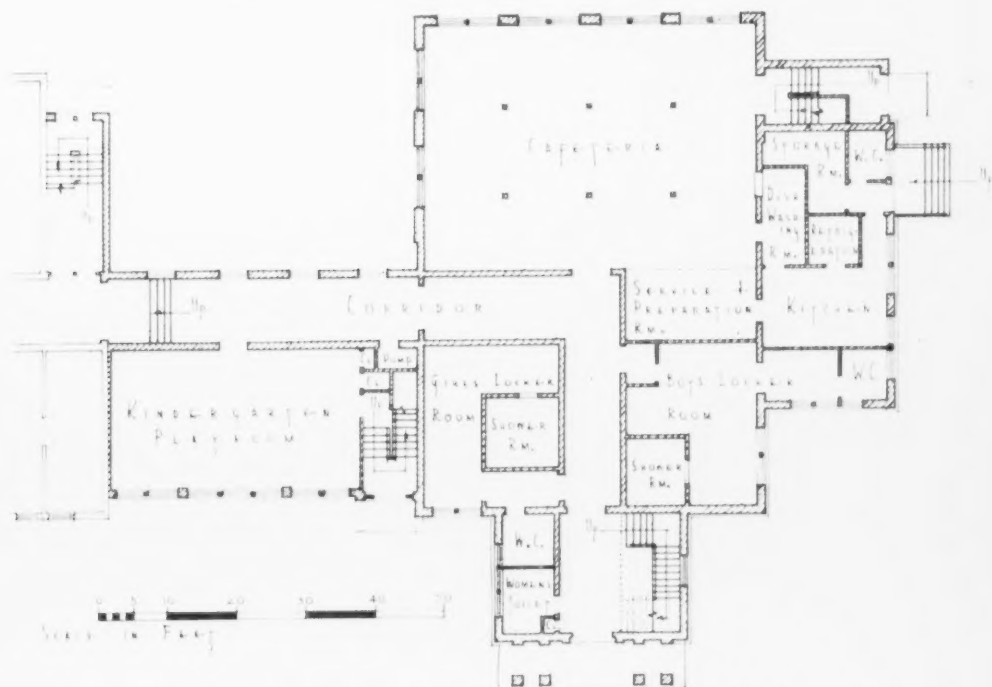
Starin and Associates, Architects  
Basking Ridge, N.J.



Kindergarten, cafeteria and gymnasium-auditorium are provided in new wing of Harding Township School, New Vernon, N.J. Arthur N. Starin and Associates planned the addition; another is projected.



Plan of first floor, showing kindergarten and gymnasium-auditorium. Later construction will free the latter space for gymnasium use only.



Plan of ground floor of Harding Township School, showing cafeteria and kitchen space and playroom facilities for the kindergarten pupils.

## Organized help for the

# BOARD MEMBER

L. B. EZELL and H. C. HARTSELL

College of Education  
University of Texas

THE need for an organized in-service educational program for boards of education generally is justified by two principal facts: (1) the membership of school boards changes, in part, every year, and (2) the new members usually do not have the benefit of a systematic training program after their election.

It is generally argued that in-service training is possible through four sets of agents or agencies: (1) the state department of education, (2) the superintendent or the experienced board members of the local district, (3) college and university professors of education, and (4) an association of school board members.

The means most generally pointed out for training neophyte trustees fall into three broad classifications: (1) meetings of school boards, in which, by observation, participation and direct instruction, the new member may acquire the necessary knowledge and skills; (2) services provided by various persons and bodies such as state departments of education and state school board associations; and (3) publications, including educational journals, professional books, and manuals prepared for board members and superintendents.

### OPINIONS SOUGHT

Opinions concerning in-service training of school boards were sought from superintendents of all public schools in Texas who have under their administrative control high schools for white children with enrollments of not less than 175 and not more than 500. Of the 275 queried, 180, more than 65 per cent, responded.

Sixty per cent of the responding superintendents favored an organized in-service training program for school board members; 24 per cent were uncertain about the program; 9 per

cent were opposed to the idea, and 7 per cent did not respond to this question. The reasons given for favoring the program were those (already summarized) generally found in the literature. The reason for uncertainty was a reluctance to take a position without knowing the level of organization and the type of administration that the program would take.

Opponents generally held that their new board members were competent men who needed no special training. One of them said, "We must allow the board members some time to make a living for their families."

As to the need for systematic in-service training, 71 per cent of the superintendents explained from various standpoints their belief that it was real and urgent. Fifteen per cent of the respondents were uncertain that a need existed; 6 per cent did not respond to the question; and 8 per cent believed that there is no need for in-service training for board members.

A comment typical of those favoring such training was, "They need to know the duties and limitations of board members; thus in-service training is needed." An opposing superintendent said, "I have seen very few trustees that would be interested in in-service training for board members."

Fifty-six per cent of the superintendents believed that the board members themselves sensed a need for in-service training; 31 per cent did not believe that trustees had a desire for the training; and the remainder thought that the need was recognized by only a few trustees.

The superintendents expressed preferences for four different agents to carry the responsibility of administering the in-service program. Although a few of them desired to fix the responsibility in a single agent, the

majority believed that two or more agencies should direct the work cooperatively. The local superintendent was suggested by 46 per cent of the respondents, the state superintendent by 37 per cent, the experienced board members by 28 per cent, and a capable professor of education by 12 per cent.

The means for trustee in-service education recommended by the superintendents were of two types: those that acquaint the board member with the practices of other boards of education and those that orient him to his own school situation. The means most frequently recommended, each favored by 78 per cent of the respondents, were (1) reading of professional books and journals, (2) visits to other school systems, and (3) study and use of handbooks or manuals. Seventy per cent or more of the superintendents recommended local school tours, social gatherings of the teachers and board of education members, joint meetings of the school board and other school groups, and special informative bulletins prepared by the superintendent for the board members.

Other training media, endorsed by from 62 per cent down to 29 per cent of the superintendents, included an active state association for board members, attendance at conventions of educational organizations, school board clinics, school board institutes, an annual school board workshop organized and directed by an able professor of education, demonstrations by the teaching staff, and orientation lectures.

### PRESENT PROVISIONS

The reports from 150 Texas superintendents indicated that there are few organized in-service programs for the school trustees of the state. However, the reported practices of school boards show that many of the recommended methods are being employed indirectly. It was found that 91 per cent of the boards had given no consideration to the matter of organized in-service education of new members. Three per cent were planning such a program, but only 6 per cent of the boards are now operating an organized plan of trustee in-service education. It is by indirect means, then, that the typical Texas school board member must obtain his training for the duties and responsibilities of his position.

One of the chief possibilities lies in the board meetings. These meet-



ings are of two types: scheduled and called. Scheduled meetings were held regularly by 97 per cent of the boards, and called meetings were held by 99 per cent. It was further found that 91 per cent of the boards scheduled 12 meetings each year. The few with organized training programs scheduled meetings ranging in number from 18 to 52 each year. In these schools some of the meetings were definitely planned for in-service training of the members.

The majority of the boards have fewer than 10 called meetings each year, only one fourth of the number having more than 10. The average length of both called and scheduled meetings ranges from two to three hours. Each time the board of education meets, its members have experiences that tend to orient each one with respect to his trusteeship.

Provisions for one or more professional periodicals for each board member were made in the budgets of 29 per cent of the school boards. Every superintendent, however, reported that either periodicals or professional books were being made available to school board members. Only 44 per cent of the superintendents stated that they encouraged their board members to read these materials.

#### JOINT LEADERSHIP IMPORTANT

Social gatherings of the teaching staff and board, local school tours, special bulletins from superintendents, and joint meetings of the board with the teachers, the parent teacher associations, or other school groups were being employed in 40 per cent or more of the districts to orient new trustees to their task. Few school boards had adopted the other tools of in-service training recommended by the superintendents. It is obvious that the actual amount of in-service training is lagging behind that which the superintendents recommended as desirable. For the greater part, the local superintendent is attempting to carry on an orientation program without the assistance of the board of education or outside agencies.

It is generally agreed that the local superintendent, because of his position, is the most desirable leader in the development of an organized in-service educational program for trustees. However, for optimum results, he must have the cooperation of the board. Joint leadership is an important factor in trustee education.

### Study-test method is superior in

## TEACHING SPELLING

LESLIE W. JOHNSON

Superintendent of Schools  
Superior, Wis.

IS THERE a best method of helping children to learn to spell? This question has baffled teachers and language arts curriculum committees for many years. Teachers' committees that have considered textbook adoptions have felt insecure because they lacked knowledge concerning the results of research and experimental programs. Authorities have disagreed, adding to the confusion.

*The Problem.* Learning to spell words correctly is a matter of arranging the right letters in the right order to form a word without omissions and without a surplus of letters. This is a problem of perceptual organization. Such organization is based on a framework of letter arrangement upon the ground, which is usually paper. Much depends upon configurational learning as letters forming wholes (words) take on a quality of form that enables the writer and reader to recognize the arrangement. When this skill is mastered, the individual has made a start toward the development of a writing vocabulary.

*Test Study Method.* The test-study method is used to determine the number of words a child can spell in a given assignment. This reduces the number of words he needs to study to a minimum, thereby serving as a time-saving device in the learning process. This method has been used extensively as it requires a minimum of time on the part of the teacher. She pronounces a list of words for the class to write. After the words have been checked for misspellings, each pupil has the "accepted" task of learning to spell the words he missed and of being prepared to spell the list correctly—usually on Friday. (Not much progress in the last 40 years.)

Critics of this method maintain that the child has not had enough experience with the words to ensure reten-

tion. Another criticism is that the child's initial experience with the words has been unfortunate because the initial writing of a word incorrectly tends to fix the habit and to correct the mistakes requires an intensive remedial program. Oftentimes correct spellings are considered accidental when this method is used. Contrary to Keener's\* experiments these criticisms appear to be valid.

*Study-Test Method.* In the study-test method the children are introduced to the words in a meaningful situation. They see a word in its correct form and learn its meaning by reading it in a story or by using it in a sentence which expresses an idea.

#### SUCCESSFUL PLAN

The plan found most successful under the general classification of the study-test method has six steps in the learning process:

1. Identification of the words to be learned is the first and becomes the basis for learning. (The words to be learned should be words the children are likely to use or words that would help in the development of the writing vocabulary.) Words should be presented in ways that will arouse the interest of the children. They may be associated with pictures, in story form, or in an arrangement that is novel to the learners. The teacher should pronounce the words in order to ensure correct pronunciation and to make use of a sense (auditory) that may call forth former associations. Thus the audio-visual senses are called into play. If the words are printed, they should be written in the same form as the

\*Keener, E. E. Individual Method Versus Group Method of Teaching Spelling. *The Nation at Work on the Public School Curriculum*, Washington, D.C., Fourth Year-Book, Department of Superintendence, National Education Association, 1926, pp. 128-29.

children use to develop experiences with the related yet different configurations.

2. There should be a recognition of the words in context. Words that children learn to spell must be meaningful. Spelling words may be presented in story form or in sentences. If the words present no special difficulty in relation to the meanings, children may be encouraged to construct sentences at their own. Slow learners tend to profit a great deal by this activity as the sentences are constructed within the range of their understandings. The development of short stories using spelling words is a difficult activity for children. Spelling lists have limitations for story construction.

3. The children should write the words correctly. Initial writing is important and must be done correctly. Another sense is employed. The children are able to see the word written in their own handwriting, which is helpful in fixing the configuration. Care must be exercised in writing words. The writing must be accurate and in good form to ensure success in succeeding performances.

4. Experiences with words contribute to the learning process. The children must consider the process of learning to spell an enjoyable experience. Activities that are varied will tend to take the drudgery out of the program. Such activities may include suggestions such as syllabication, writing words with certain diphthongs, use of words to complete sentences, addition of prefixes and suffixes, changing senses, and dictionary practice.

5. The first test should be considered a learning experience. There should be an accepted readiness for the test. Care must be exercised to keep the tension to a workable minimum.

The teacher should administer the test as follows: (a) pronounce the word; (b) use the word in a sentence; (c) pronounce the word. This will continue the plan of associating the word with its meaning.

6. A part of the study-test method is the checking of the list. Each child should check his own work. He is the one who is the most concerned about his progress. Teachers are prone to use the results from this test to reward pupils with a grade and to enter the same in the little green book. Such a process establishes a false objective and should be discontinued. The true test of a child's ability to spell is revealed in his related and unrelated written work. If an individual spelling list is kept, the teacher may learn about the relative success of each child by reviewing the list and determining its extent.

The question of developing accurate records of misspelled words is raised. This is a matter of classroom organization and management that can be worked out without creating undesirable acts on the part of children.

*A Research Project and Initiation of a Study-Test Program.* Which of the methods has the greater proved value? In cooperation with National Curriculum Associates I experimented with a group of 1500 children in Grades 5 to 8 in six schools. (The second grades were not used as these children had no former experience with spelling lessons.) All children had been instructed in the test-study method, which had been used for many years in these schools. The research project was initiated because of complaints of teachers, who maintained that the level of retention of these children was low. The occurrence of misspelled words in compositions, stories and reports was

so extensive that serious doubts were being advanced about the value of any formal program. Tests were developed using words listed in commercial spellers. These were administered at the beginning of the project. The test revealed that 55 per cent of the words were misspelled. This confirmed the contention of the teachers and indicated that the test-study method as used was not successful.

Several questions were raised: Did the words used in the textbooks have the proper grade placement? What words should children learn to spell at each level of development? What was the best method of helping children to learn to spell?

To answer the last question a study-test spelling program was introduced which followed a procedure similar to the one I described. As could be expected, teachers and children became much interested in the program. With an increase of interest one would naturally expect an improvement in the ability of children to spell. For this reason, no effort was made to test results for a period of two years.

The same type of test was developed for the check at the end of the second year of the experiment. Those interested in the experiment anticipated a considerable amount of success as teachers were no longer complaining about excessive numbers of misspelled words in written work.

The results of the test at the end of the second year indicated the extent of error to be 1.2 per cent. Papers were checked to determine the number of children who had been a part of the experiment during the full two-year period. Papers of children who entered the laboratory schools during this period were set aside, since those conducting the experiment wanted to know what effect the study-test method had in improving children's ability to spell.

## CONCLUSIONS

1. There is no doubt that the study-test method is an improvement over the test-study method. Motivation is the primary feature in the study-test method, which seems to make this method superior to the test-study method.

2. Children can learn to spell if the program is appealing and the interest level is high.

3. An increasing number of authors of spelling textbooks employ the use of the study-test method.

## WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to volume 45, covering issues from January through June 1950. You may obtain your free copy by writing to *The NATION'S SCHOOLS* at 919 North Michigan Avenue, Chicago 11, Illinois.

The Jackson Elementary School is a unit in the program of school modernization at Everett, Wash. The two-story building contains 12 classrooms, a kindergarten unit, a combination auditorium and lunchroom, a principal's office, a reception room, and a health room.



**P**ARENTS and other citizens did it, under P.T.A. leadership.

Some 16,685 square yards of black-topping to keep elementary and junior high school students off muddy playgrounds, repainting of both interiors and exteriors of many buildings, soundproofing of auditoriums and lunchrooms of the schools—these and more are results of a special 10 mill levy for maintenance and repair of existing school facilities in Everett, Wash., a city of 35,000 located in the Puget Sound country.

Acceptance of bids for additions to two widely separated buildings of the district, employment of an architect to draw plans for a new elementary building (in addition to three new elementary schools which had already been dedicated since the end of the war), a survey to consider a new site for the Everett Junior College—there isn't much more you can do with a 10 mill special levy for new construction that was authorized by Everett's citizens at the same election in November 1948.

When parents and other citizens of this district receive their tax statements for 1950, which include special levies, they will have the satisfaction of seeing these tangible results of the campaign that they planned, financed and conducted nearly two years ago. (In the state of Washington, special levies are not collectible until the year following the one in which they were set.)

#### MADE LEVIES POSSIBLE

It was the Everett Council of Parents and Teachers that made these two special levies possible. The board of education here is restricted in its use of public funds; it may authorize expenditures to inform the public, but it may not spend money to propagandize or to promote school levies.

The campaign fund was a modest sum, consisting of \$10 to \$25 voted

## P.T.A. PROMOTES SCHOOL LEVIES

**GEORGE S. MARTIN**

South Junior High School  
Everett, Wash.

by each of our 13 P.T.A.'s and one of our adult groups interested in the pre-school child. The campaign made use of nearly all the successful techniques. A brief review of them may be of interest because they show what can be done by citizens and parents with limited funds but with a great amount of interest and leadership.

For example, our city bus company, which is privately owned, has a policy prohibiting the display of political material. Our local radio station offered space on its bus cards for campaign advertising for 10 days immediately preceding the election. It was agreed that a community project of this kind should not be considered as political advertising anyway. The same

posters prepared for the buses were used in store windows and on store counters.

The board of education printed an informal pamphlet giving the facts on school needs, copies of this were distributed through the schools, at regular meetings of service clubs, and across the counters of many stores. The superintendent prepared a series of newspaper articles enlarging upon the topics presented in the leaflet. These covered all phases of the school problem, explained the present situation, and told what uses had been made of the money raised by previous levies and bond issues.

The P.T.A. developed four paid newspaper advertisements concerning

the levies. Each carried the exact wording of the special levy proposals. In other elections many people had ignored special propositions because they did not understand the language used and, not understanding, failed to vote. At least, this was the excuse given.

The idea of acquainting the voters with the wording was carried even farther in the house-to-house drive made by P.T.A. members. Specimen ballots were printed on colored paper and carried a line across the top which read, "Your P.T.A.'s Say Vote Yes on Both Propositions."

Along with paid advertising, a constant effort was made to keep the schools on the front page of the paper. For example, the stories by our superintendent got front page space on three nights. An illustrated story of the members of the P.T.A. council starting their house-to-house campaign was featured another night.

Radio coverage was varied. The P.T.A. sponsored a 15 minute talk by the superintendent explaining the need

for the special levies. The talk was tape-recorded as first delivered and later was rebroadcast under the sponsorship of the board of education. The news broadcasts also focused public attention on the proposed levies.

A third type of radio material consisted of recorded endorsements of the school levies by several representative citizens. These transcribed messages were used as spot announcements during station breaks. Each person identified himself, delivered his own 60 to 90 word message about the levies, and urged the listeners to vote for both propositions.

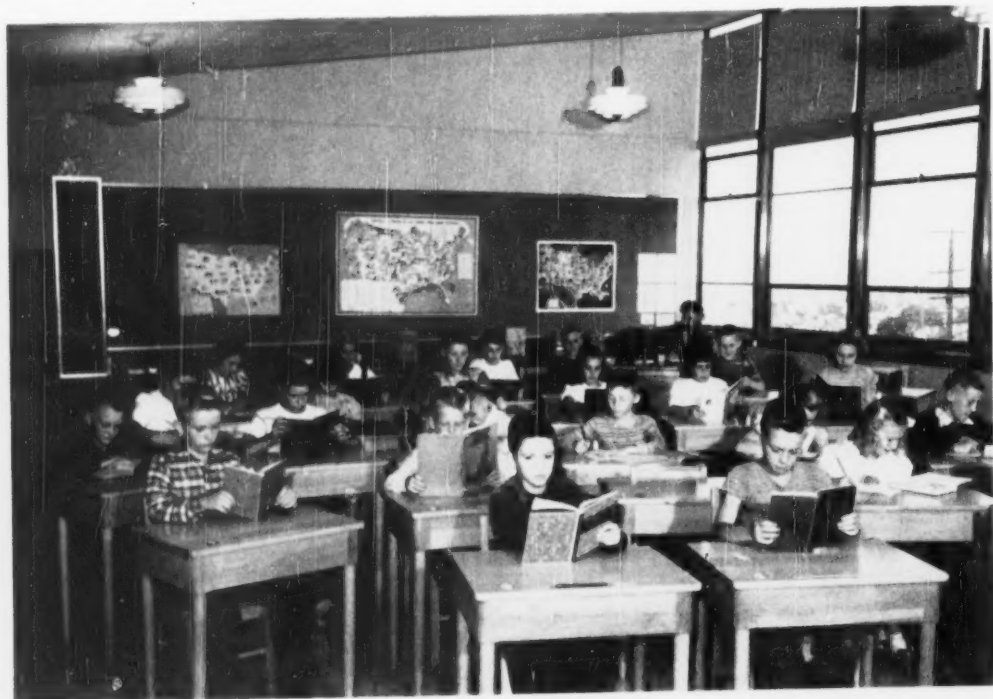
The president of the P.T.A. council, the commissioner of public safety, the presidents of the chamber of commerce and the junior chamber of commerce, the presidents of the A.F.L. and C.I.O. councils, a policeman, a fireman, and a real estate dealer were among the 15 who made transcriptions. These were used in rotation at the rate of not less than six each day for the 10 days before the school levy election was held.

The commercial sponsor of the broadcasts of our high school football games used part of the half-time interval in the two games preceding the election to urge the support of the voters for the special levies. The public address system at the stadium also was used to promote the two propositions.

The radio station sponsored one final activity to ensure the success of the measures. Knowing that election officials in the past have sometimes neglected to pass out the special paper ballots, the station arranged for P.T.A. members to act as special representatives of its news service at polling places, and thus they were able to make certain that the voters were being handed the school ballots. With a few exceptions, the results were apparent in the totals.

The proof of the campaign, so they say, is in the number of votes in the ballot box when the polls close. What were the results? There was a total of 20,154 votes cast, or 66.3 per cent of the number of registered voters. The first proposal received a majority of 76.7 per cent, the second a majority of 73.3 per cent. It was the largest vote ever cast on school propositions in our district. Parents and other citizens were responsible for the record vote.

Classrooms in the Jackson school are 24 by 38 feet. They have built-in coatrooms, pupil work cabinets, supply closets, built-in filing cabinets, shelves for books, and sinks with hot and cold water. The kindergarten is a complete unit with its own lavatory facilities and separate entrance.



# Chalk Dust



July hath 31 days, including hot days, damp days, muggy days, dog days, and day nurseries plus day letters to college admission officials and three days of grace to renew the note at the bank in lieu of pay days. In truth, July hath no dull days for the school superintendent.

*Don't take my book away  
Anon to let me play  
And let me out  
To run about?  
I grateful bless  
Thee for recess.*

—Maltbie Babcock, 1858-1901

The prospects for a long week end in July are less than promising this year. July 4 comes on a Tuesday and, anyway, the credit card for gasoline expires in June. It is true that Bastille Day arrives on a Friday, but at that time the school executive will be busy building more bastilles.

Warning to school executives who get stuck for the community Fourth of July oration: Be careful what you say! Zodiacally speaking, the earth plans to enter Aphelion on July 5, and he who overspeaks may find himself there, too.

Now the occupational disease, cunctivitis, reaches its highest peak. The disease is a variation of the old Latin malady known as stalling or procrastinating. Its worst effects are usually confined to the self-improvement reading program planned for the summer.

And where, O where, is the disillusioned young fellow who was attracted to the superintending profession because of the "long" summer vacation?

*It used to take four weary years  
Of thought and study, toil and tears  
To build the humblest careers  
And learn each simple rule.  
But now, for better or for worse,  
The wisdom of the universe  
Is packed by chapter and by verse  
In six weeks' summer school.*

Dog days begin this year on July 25, and it is probably by sheer coincidence that on that same day the lady member of the Board of Education returns from her summer vacation—ho, hum!

## TAXATION WITHOUT REPRESENTATION

A FAMOUS PSYCHOLOGIST recently came forth with the flattering proposal that educational workers be allowed an income tax deduction of several hundred dollars a year for depreciation of brain power. He argues that owners of mines and oil well operators are allowed write-offs for depreciation of their income producing properties and that the only such property of an educator is his brain, which, it is figured, depreciates at the rate of 5 per cent a year.

While the school administrator engaged in remodeling his curriculum, his schoolhouse, or even his basketball team will undoubtedly feel that 5 per cent loss of brain power per year is an estimate far too low, a few examples suggest that it may actually be excessive. Personally, we never felt that our successor at Wrennerville could afford to lose 5 per cent a year because the poor fellow would be sadly depleted. We hasten to add that the school district is not of the same opinion.

Cautious school executives will not go all out for the proposal because of controversial questions that might arise in the minds of their constituents. In some districts the general public opinion would allow nearly 100 per cent deduction instead of a mere nickel's worth. Others might argue that the initial investment wasn't worth much anyway. Scholars would probably agree that a brain originally charged at Harvard was more valuable than one obtained at the cow college which we ourselves proudly claim as our Alma Mater.

Could the income tax people ever decide the questions that would arise? Is there any evidence that the annual loss is checked by summer school attendance? Does 5 per cent annual depreciation mean that the investment is no good after 20 years, which by a strange coincidence is exactly the number of years since we were graduated from college?

« »

## STORY OF THE MONTH

THE UMPTIETH QUESTIONNAIRE from the state education department had been particularly unintelligible, fatiguing and generally irritating, but the catch-all question at the bottom of the page really stuck out its neck with redeeming candor. "How may we be more helpful?" it asked. The hard pressed school executive nearly broke his pen in his enthusiasm to answer. "By sending fewer questionnaires."



## National Parent-Teacher Congress Studies Child and His World Environment

THE reason that all the world loves a child took on added meaning at the fifty-fourth annual convention of the National Congress of Parents and Teachers at Long Beach, Calif., May 23 to 24.

Theme of the convention was "The Citizen Child—His Freedom to Grow," with an emphasis on cooperation among nations running through the sessions. Observers from Austria, Germany, Japan, Canada, the Dominican Republic, and other countries watched with interest. They were mostly leaders in parent-teacher movements in their own countries.

Mrs. John E. Hayes of Twin Falls, Idaho, president of the congress, said the P.T.A. idea has spread over 30 countries in terms of parent-teacher or home and school organizations. In the United States, she said that 1,000,000 new members have joined the National Congress during the last two years.

### WHAT NEW PLATFORM COVERS

The 1950-51 platform adopted by the association covers the areas of home, school, church, community and world community. Within the school, P.T.A.'s pledged to work together for five goals:

1. Mutual understanding of the purposes of education.

2. Promoting immediate informed action on the part of all citizens to meet the crisis in education.

3. Meeting the developmental and special needs of children, youth and adults in the school, home and community.

4. Developing learning experiences in a school program adjusted to the needs of children and youth in a rapidly changing world to the end that education will more completely meet the needs of the child.

5. Enactment of such legislative measures as will guarantee adequate secure financial support for schools, this to include provisions for better pay for teachers, for school construction, for expanded curriculum, and for limitation in the size of classes.

Herold C. Hunt, second vice president of the congress and general superintendent of Chicago public schools,

said that the spirit of "mutuality" in the P.T.A. is better than cooperation as an objective. He reported that the committee which set up the organization's theme set forth five things "we want our children to have," including good homes, good communities, good schools, good economic opportunities, and good citizenship.

"Don't leave the matter of public education entirely to the schools," the conference was told by Kenneth F. Oberholzer, Denver superintendent. "To have good educational opportunities and the best teachers is not enough. There must be effective teamwork, including schools and the people, the teachers, and the parents."

### MUST UNITE FOR PEACE

Willard E. Givens, executive secretary of the N.E.A., asked for "a new consecration of the art of peace, one that will be common to people everywhere. We must learn how to unite our efforts for peace as effectively as we united to win the war. The cost of peace, in both dollars and human lives, will be much less than the cost of war, but our education for peace and understanding must be realistic. Sentimental internationalism and flabby passivism impede rather than promote the great cause of peace."

Pointing out that the development of the qualities requisite for world citizenship began at home, Dr. Harold C. Hand of the University of Illinois called attention to the fact that the behavioral test afforded by observations of our troops in overseas situations shows that:

1. Well over 80 per cent of Americans are "cultural barbarians."

2. "We must learn that the different peoples of the earth have had quite different experiences and hence have learned to value different things. Consequently, neither we nor they should be surprised or angered because we frequently disagree."

3. "We should improve in our treatment of and respect for other peoples."

4. "Nearly all of us are internationally illiterate."

5. "We are the captives of national stereotypes."



Mrs. John E. Hayes, president, National Congress of Parents and Teachers

"A cultural barbarian," Dr. Hand said, "is a person who automatically believes that any differences in culture imply inferiority on the part of the other fellow."

"We must get away from our personal smugness. For example, in our schools we teach many subjects but generally on a basis of our own civilization instead of on a world basis. This must be broadened so that, for example, departments of political science in our colleges recognize that western political science is not of universal validity. In this and in all other discipline our students should be sensitized to the Oriental as well as to the Occidental point of view."

### GOOD BOOKS MOLD CHARACTER

Good books can and do mold character, and the future of mankind depends on the character of our future citizens, Doris Gates of Hollywood, author of children's books, told the convention general assembly. She said she did not agree with the "sweetness and light" school which would withhold from children any book dealing with the sterner aspects of life. She emphasized the necessity of giving children books which will form their character to the end that as adults they may live creatively. "Within the limits of their ability to understand, psychological as well as chronological," Miss Gates said, "youngsters should be allowed a glimpse into the trials and disappointments that are an unavoidable part of any normal life."

Said Dr. Paul Popenoe of Los Angeles, director of the American Institute of Family Relations: "Parent-teacher associations would make a con-

tribution to the welfare of children if they would ignore children in one meeting each year and devote the program to how husbands and wives can love each other more."

He said that more love of each other by husband and wife would help to cure the over-possessive attitude toward children. He told parents with the "Jehovah complex" that it is necessary for children to get the best of their parents occasionally, particularly as they grow on toward adolescence.

World understanding begins with children, Delia Goetz of Washington, D.C., a staff member of the division of international relations, U.S. Office of Education, told a section meeting.

"All the facts that we can cram into their heads about the mountains and rivers and cities and commerce of a

country amount to little if we fail to help children see how these things affect people's lives and to see that many customs strange to us are determined by environment," she said.

Declaring that a youth crusade for international peace would "breathe fresh life into dying international relations," Alexander Lankler, 22, law student at Cornell University, proposed an International Youth Conference. He reasoned, "It would be a proper function for the United Nations. Expensive perhaps, but not when you realize that \$25,000,000,000 is spent annually for past, present and future wars."

Members of the National Congress now have contributed \$85,000 toward the \$750,000 needed to erect the national headquarters building of the organization, to be built at Rush and

Ontario streets in Chicago. Presidents of all state congresses in a colorful ceremony marched across the stage, dropping contributions from their members in a basket held by the president of the National Congress.

Plans for an international conference on home and school cooperation, to be held in the United States next year, were announced.

The conference was authorized by the board of managers in a pre-convention session. Mrs. J. J. Garland of Menlo Park, Calif., chairman on international conference, said it will be held with the cooperation of the Canadian Federation of Home and School. Invitations, she added, will be issued to all members of the United Nations and especially to countries having home and school organizations.

## Adult Education Conference Urges Revival of Community Interests

THE 25th annual meeting of the American Association for Adult Education, held in Cleveland, May 4 to 6, focussed attention on two topics of major importance to the American people and to adult educators.

One was the problem of developing democracy both at home and abroad. The other was the more restricted problem of creating a strong, united adult education movement in the United States.

In general sessions and in 10 study groups the conference examined, *first*, the characteristics of citizen participation in public affairs with reference both to domestic and to international affairs, *second*, the social and psychological conditions underlying lack of participation and ineffective and unintelligent participation, and, *third*, it exchanged experiences and developed recommendations with respect to educational measures to improve the quantity, quality and effectiveness of participation.

### EACH GROUP STUDIES PROBLEM

Each of the 10 study groups gave special attention to the participation problems of one of the following population groups: organized labor, rural people, women, out-of-school youth, older adults, parents, racial and cultural minorities, mixed populations in communities under 25,000, mixed populations in communities between 25,000 and 500,000, and mixed populations in communities over 500,000.

Reports from the study groups indicate that the blocks to participation in public affairs have three main inter-related causes:

1. Control of the economic, political and public service organizations and mass media of communication, in which participation, to be effective in forming policy, would have to occur, is held by entrenched groups.

2. Each person's welfare, since the channels for popular control of social policy are either nonexistent or difficult of access, requires that he focus his attention and energy on securing his personal status.

3. Apathy and ignorance with regard to public affairs are, in large part, direct or indirect consequences of these situations.

Recommendations for educators concerned to remedy inadequate participation in public affairs were along the following lines:

1. Find and create awareness of the various ways in which social policies affect the welfare of individuals and specific population sub-groups.

2. Develop awareness of the need for broadening the basis of participation in decision-making in the organizations and institutions of our society.

3. Break down individual and group isolation and feelings of apathy and impotence and develop the motivations, skills and forms of social organization essential to participation by organizing, within communities, the study of those social situations

which can be appreciably modified by the development of community-wide interest, knowledge and action.

4. On the basis established by satisfying, result-getting participation in the solution of local problems, effective participation in the solution of wider problems can be developed.

### PRESENT PROGRESS REPORTS

At its business sessions the conference heard a report of progress from a group representing the country's two nationwide adult education organizations. For nearly a year representatives of both organizations, the American Association for Adult Education and the Department of Adult Education of the National Education Association, have been discussing the desirability of a comprehensive, new national organization for adult education and exploring its possible membership, functions and structure.

The conference approved the idea of a united national adult education movement and voted to have a national conference in 1951 to lay the basis for a new organization.

Since the conference closed, plans have been made for a week's meeting this summer by representatives of the two present organizations and other adult education leaders to develop a comprehensive program of services to adult education that the new organization will put into effect.—ROBERT SON SELLARS, assistant director, American Association for Adult Education.

## Maintenance and Operation

# BACK SIPHONAGE can be prevented

W. W. BROOKS

Plumbing and Heating Industries Bureau  
Chicago

A few years ago several students working in a laboratory building at Michigan State College, although all in excellent health, became suddenly and violently ill.

Fifty students were hospitalized and one died from undulant fever because of a defective sterilizer and avoidable faults in the laboratory plumbing system. Harmful undulant fever cultures, supposedly killed in the sterilizer, were siphoned back into the potable water supply.

The plumbing system, health department investigators found, was taxed beyond its capacity and functioned improperly because of the overloading of the water supply pipe lines with additional fixtures added after the original piping was installed. A vacuum, often created on overloaded pipe lines, siphoned contaminated water back into the supply lines or allowed a reverse flow during dormant periods.

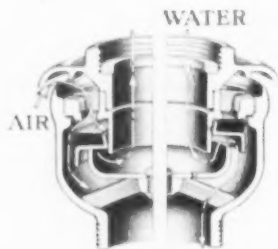
This process, called back siphonage, prevails to an alarming degree in plumbing systems which have been neglected or which receive only haphazard inspections. School plumbing systems are no exception.

Back siphonage is generally described as the condition that occurs when a partial vacuum is formed in a pipe carrying liquid as a result of a low or negative gauge pressure. In relation to water supplies, it is assumed that the piping system carries drinking or domestic water supply.

A simple siphon may be used to illustrate the problem.



Above: A modern flush valve assembly with vacuum breaker (directly below the valve handle) installed on a water closet. Below: A close-up of the same flush valve assembly.



Atmospheric pressure varies with certain conditions and decreases with an increase in altitude. The mean atmospheric pressure at sea level is 14.7 psi (pounds per square inch), sometimes called one atmosphere. This pressure is that produced by a column of water 33.9 feet high or a column of mercury 29.92 inches high, water and mercury having different specific gravities.

Should all the air be drawn out from a vertical tube having one end submerged in water at sea level, the water will rise to a height of 33.9 feet, the outside atmospheric pressure forcing the water up into the tube.

It may easily be seen then that if a potable water supply piping system, having a submerged discharge to an open vessel, such as a water closet or sink, was subject to a partial vacuum, liquids of a nonpotable nature might be drawn into the potable water line and thus contaminate the latter supply.

The commoner types of back siphonage in which contamination may occur involve:

1. Storage tanks and reservoirs containing nonpotable liquids with below-the-rim discharge from a potable supply.
  2. Waste water connections to sewers.
  3. Flushing connections to sewers.
  4. Swimming pools with below-the-rim inlets.
  5. Automatic devices for sealing floor drains.
  6. Plumbing fixtures with below-the-rim inlets, such as lavatories, sinks, laundry trays, integral water closet flush box and water closet bowl, non-anti-siphon ball cocks in closet tanks of either low or high design, toilet flush valves (not equipped with vacuum breaker), water ejector, automatic washing or dishwashing machines.
  7. Drinking fountains of the unapproved type (Bubbler and or fixtures, also refrigerated water dispensers).
  8. Boiler feed using safe and unsafe water.
  9. Filters and wash water systems.
  10. Cooling water for air conditioning units and refrigerating units.
  11. Drains from ice water tanks to sewers.
  12. Water supply connections in chemistry laboratories.
- Independent investigation by various agencies has recently established beyond a shadow of a doubt that

potentially dangerous situations are created by common plumbing practices formerly regarded as safe. Practicable recommendations for the correction of these conditions have been worked out and have already been applied by some fixture manufacturers to the design of new equipment to eliminate health hazards. In many instances, and especially in the larger cities, sanitary codes have been revised in the light of these data.

The findings of these agencies add up to three main points:

1. Direct connections between potable water supplies and unsafe water must be avoided by maintaining an unenclosed air gap of sufficient distance between the point of discharge from the potable supply pipe and the highest level to which sewage or non-potable water can possibly rise.

2. When this is impossible, an approved vacuum breaker, in which a complete cycle of all moving parts is completed each time the supply is used, must be installed in a safe and easily accessible position between the unsafe fixture and the supply piping.

3. In all cases, special attention must be paid to adequate supply piping, since many vacuum formations are caused by improperly designed piping. Insufficient flow at plumbing fixtures of all types must be regarded as a health hazard.

For most of the plumbing fixtures in common use in schools, the first rule is easily observed. There is no reason why fixtures like sinks, lavatories, laundry trays, and bathtubs should not have their supply inlets well above the maximum possible water level in the fixtures. This completely eliminates the possibility of back siphonage at such points, provided no hose attachments are employed.

Manufacturers have been quick to revise their designs for fixtures of this type accordingly, and the only danger is the rather remote one pointed out by the American Medical Association in its warning to state authorities to be on the lookout for dumping of old-fashioned unsafe fixtures, barred from cities, on small villages and rural communities.

The major part of most school plumbing installations, therefore, may be made safe against the dangers of back siphonage by simply seeing to it that up-to-date fixtures are used, or, failing this, that special means are employed to raise the supply spouts

sufficiently. In alteration work, this step can readily be taken whenever unsafe fixtures are encountered.

In the case of fixtures in which the inlet is customarily of the submerged type, like the water closet, solution of the back siphonage problem is somewhat more difficult. Virtually all water closets are classified technically as submerged-inlet fixtures, but for differing reasons. Valve operated, jet-type closets, particularly with side spuds, are the worst offenders, since in this type a direct cross-connection can be effected at any time when pressure falls below atmospheric if the valve is of the so-called unstable type which offers little resistance to back-flow.

The only relief for vacuum in the supply afforded by such a system is the inlet for air through the ports in the flushing rim, which may be contaminated or submerged if the closet

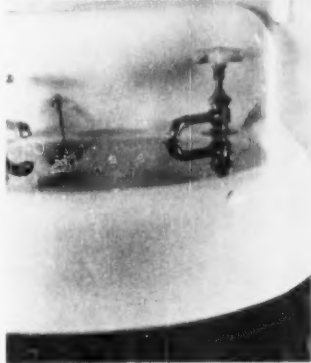
Here is back siphonage in action. Faulty installation of the faucet on the right placed it too low so that the water in the filled lavatory basin is sucked up into the supply line by the slightest vacuum. It is in this way and by cross-connections in plumbing pipes that the waterborne diseases are started and then are spread.

bowl whenever a force cup is used in the closet bowl.

Plumbing equipment is now available which meets the essentials of health standards for school water supply systems. Anti-siphon ball cocks can be supplied for the tank closets. Suitable vacuum breakers for flush valve closets and other fixtures which require submerged inlets have been developed and are supplied by the manufacturers of the flush valves. These should always be used on all fixtures where there is danger of contamination.

In addition, a variety of air-break fittings for special fixtures which normally involve direct cross-connection between the supply and drainage systems may be drawn upon to fill every need.

This equipment is finding such ready acceptance in present school building plans that soon the problem



is clogged. For this reason, all valve-operated closets, whether they have submerged jets or not, and valve-operated siphon jet urinals as well, should be equipped with approved vacuum breakers.

The tank closet presents a more complicated problem. Here much depends on the height of the tank: while closet tanks of all types have long been equipped with submerged inlets (hush tubes) and all are subject to some degree of pollution through various objects falling into the top of the tank, only the close coupled type in which the bottom of the tank is below the level of the top of the bowl is subject to sewage contamination, and this only if the closet becomes clogged so as to raise the level of sewage to this point.

Closet tanks are sources of water pollution caused by falling objects as well as contamination from the

of back siphonage and its attendant dangers will be nonexistent in new construction. The vast numbers of existing installations that might harbor this hazard can only be found and corrected with the supervision of a qualified plumbing contractor who will know where to look, what changes should be made, and how alterations to vital plumbing should be carried out for 100 per cent safety and sanitary uses.

In many communities the plumbing contractors will make free-of-charge surveys of premises to check the safety of water and sewage systems for the owners in the interest of public health protection.

If any additional information is desired, superintendents, school engineers and others concerned with the schools' plumbing systems may obtain help from local associations of plumbing contractors and their members.

# Audio-Visual Aids

Putting the audio-visual program

## ON WHEELS

SAM S. BLANC

Coordinator of Audio-Visual Education  
East High School, Denver

**T**O MOVE a group of students to a special room or to combine class groups for the purpose of viewing a projected visual aid suggests to students that this type of teaching aid is abnormal. It is important that students be conditioned to the fact that the use of a film or a slide series in the classroom is an essential part of the class activity and will contribute understandings and attitudes that could not be brought to them in any other way. Hence, the audio-visual program must be designed on an extremely mobile basis.

Each room in the building at East High School, Denver, is equipped with one or more electrical outlets, and more

than half of the rooms are equipped with permanently mounted dark shades. In rooms not so equipped portable dark shades can be put over the windows in a few minutes. The audio-visual equipment is mounted on trucks that can be taken rapidly from one room to the next. Fortunately, the building has an elevator, which makes the movement of equipment from one floor to the next a relatively simple matter. Were it not for this fact, the use of equipment at East High School could not be nearly so effective as it is at present. Since there are four floors in the building, an attempt to carry equipment from floor to floor would be highly impractical.

The carts used for the motion picture projectors were specially built for the school by a local manufacturer. The frames are of seamless airplane tubing, and the tops are of five-ply wood. Casters are ball-bearing, rubber tired, and fixed in front, with swivels on the back. The carts are light, strong and maneuverable, and form stable platforms when the machines are in use. The projectors are fastened by means of a yoke arrangement to the top of the carts so that the machines may be elevated but cannot accidentally be knocked off the carts.

The speakers, in the two-case models, are fastened permanently to the under side of the top of the carts. The recommendations for placing the speaker indicate that it should be near the screen at the front of the room. However, extensive tests were conducted in the classrooms to determine what acoustical differences there would be if the speakers were mounted on the carts. As nearly as could be determined, there were no great differences in the ease of hearing or in the tonal qualities.

We found that in the typical classroom, where there has been no acoustical treatment of the walls or ceiling, placing the speaker toward the rear of the room at the students' ear-level seems to give excellent results. The student assistants can wheel the cart into a room, place it in position, plug in the cord, erect the tripod screen in the front of the room, and pull down the dark shades over the windows, all within the five-minute interval between classes.

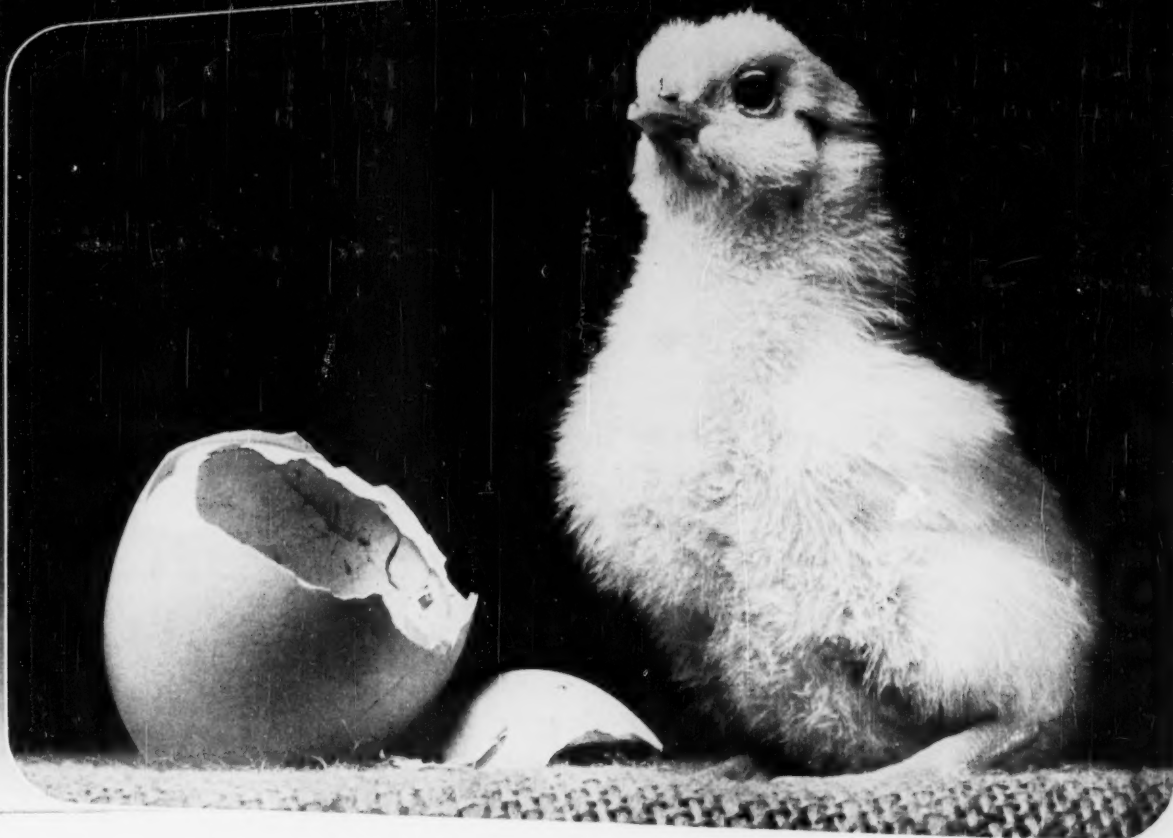
The equipment available for use in the classrooms includes five motion picture projectors, of which four are



Mr. Blanc and some of the audio-visual assistants with the carts used for carrying motion picture projectors to classrooms in a Denver high school.

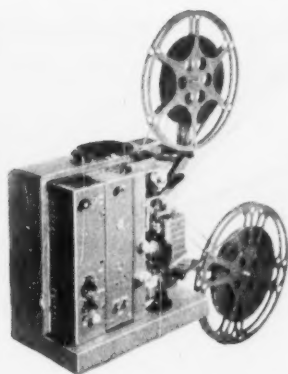


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# TYPICAL BOOKING SHEET

DAY WEDNESDAY DATE 1.25.50

Period	Machine	Room	Teacher	Materials scheduled for use	
M. P. 1		123	Smith	Butterflies, Cicadas	A
M. P. 2		317	Jones	America the Beautiful	B
M. P. 3		225	Brown	Story of the Spark Plug	C
DHT	2" x 2"	210	Adams	Color slides - Birds	D
T. Rec.		335	Green	None - voice recordings	
M. P. 1		123	Smith	Butterflies, Cicadas	A
M. P. 3		109	White	Modest Miracle	E
M. P. 4		215	Stone	The River	F
TWC	2" x 2"	210	Adams	Color slides - Birds	D
T. Pl.		402	Walther	Early Americans, part I	G
Rudis		307	Jones		

scheduled for use, and one is kept in reserve in case of emergency. When a projector has to be repaired, the spare one is put into use. This avoids loss of time in use and enables the daily flow of equipment to proceed without delay.

Each of the five projectors is mounted permanently on a cart. Two additional carts are available for use with the 3½ by 4 inch, the 3 by 2 inch, the filmstrip, and the opaque projectors. Audio equipment, consisting of a tape recorder, a transcription player, a disk recorder, record players, and radio-phonograph, is moved on two carry-all carts built in the school shops, and on a converted library cart. All the carts have built-in extension cords so that the equipment need not be removed from the cart to be used anywhere in the classroom. The equipment is rolled into the room, is plugged into the electrical outlet, and is ready for use.

## SYSTEM NEEDED

To expedite the mobility of the program, it is necessary to have an accurate booking and assignment system. The scheduling of machines and the positioning of the audio-visual aids must be done on a centralized coordinated basis. And it is vital that the activities scheduled move smoothly, without supervision on the part of the person in charge if necessary. It is

not possible for the person in charge to know how the program is operating in the classrooms if he does not leave his office at any time.

To make possible the proper integration of bookings and scheduling of equipment, it is necessary to plan the major share of audio-visual uses well in advance. This enables the person in charge to set up the book and to have the program ready to operate at the beginning of each semester. Of course, this does not preclude spot bookings during the course of the semester as specific needs arise in classes, but the bulk of the audio-visual materials is scheduled before each semester begins. As each request for audio or visual aids is confirmed by the booking source, the class schedule for that particular aid is placed in the book.

From these booking sheets the daily assignments for the visual aids assistants are made. Three assistants are assigned to the visual aids office each period of the day. The assignment sheet is posted every morning in the visual aids office, where all the assistants report before school starts and sign up for one or more of the activities scheduled during their period. They then become responsible for delivering and setting up the proper equipment and materials at the beginning of the period and for moving or returning the equipment and materials

at the end of the period. They also are on duty during the period they are assigned to the visual aids office in case there is a breakdown or other emergency. Since the person in charge has a teaching load in addition to the coordination of the audio-visual program, the use of assistants is necessary. A sample of the daily assignment sheet is shown for part of a day.

Three visual aids assistants can handle as many as six or seven different activities during a single class period because of the method of operation of equipment in the classroom. Students are trained (or "checked-out" if they have had previous training) at the beginning of a semester to operate a particular piece of equipment. The training is given during study hall periods so as not to interfere with class work. Student operators who qualify are issued cards designating the type of equipment they are competent to operate.

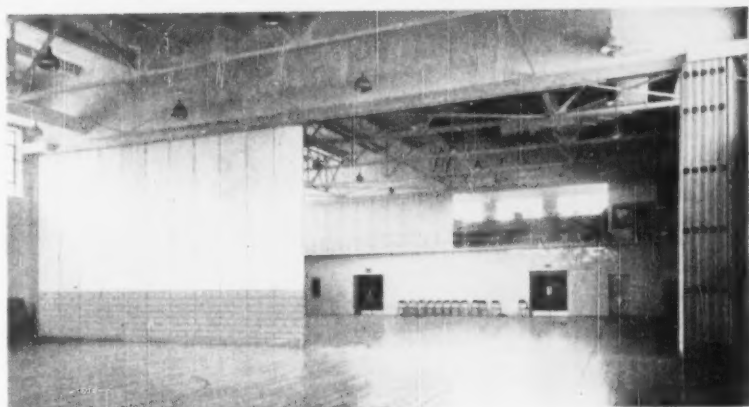
When the equipment has been delivered and set up in the classroom, the visual aids assistant returns to the visual aids office. Two student operators, who are members of that class, then operate the equipment under the teacher's direction. This method has been found to give excellent results in spite of the large number of people who handle the equipment. It is estimated that at present there are approximately 500 student operators qualified to handle the equipment at East High School. Yet, aside from the routine replacing of lamps, changing of needles, and splicing of film, few operational difficulties have been encountered.

## COOPERATION ESSENTIAL

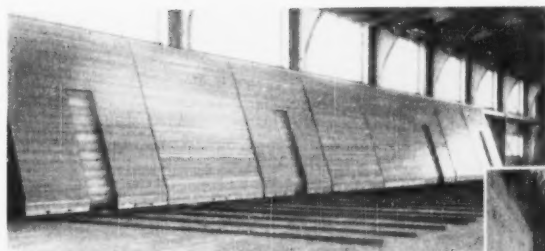
Of course, the program does not operate on its own volition. The whole-hearted cooperation of the administrative staff and of the faculty in planning each semester's program is essential. The person in charge must have sufficient time to coordinate and supervise the activities, to see that the visual aids assistants carry out their assigned duties, and to maintain the equipment in good operating condition.

However, if the object is to have a flexible, well-coordinated audio-visual program that contributes to the learning, understandings and attitudes of the students in each classroom in the school, the investment of time and effort pays off.

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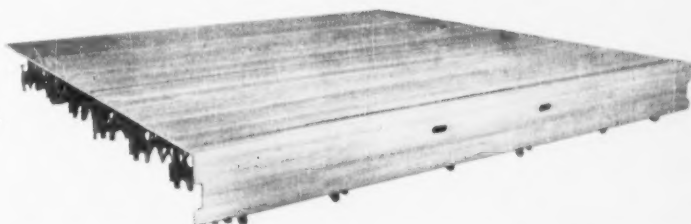
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## STUDENTS SHARE RESPONSIBILITY FOR THE SCHOOL LUNCH

PAUL R. MILLER

Principal, Kane High School, Kane, Pa.



Above: Advanced bookkeeping students keep all of the accounts for the cafeteria. Below: The cafeteria committee hears a report of sales.



TO SERVE more than 25 cents worth of food for every 20 cents collected from the student takes team work, and we at Kane High School cafeteria, Kane, Pa., have a working organization in which the responsibility for cafeteria work is shared by many students as well as by the head cook and her assistants.

Student helpers are used in the cafeteria during rush hours, which are the serving period and, to a lesser degree, the periods preceding and following lunch. We try to keep an even balance between junior and senior high school students. If you get one or two outstanding young people to start working in the cafeteria, you won't have a problem in getting help from then on. Student need is never used as a criterion in hiring our student helpers. They must be clean, attractive and energetic. If a person is needy, we give him his meals.

All of the bookkeeping and accounting for the cafeteria is done by students in an advanced bookkeeping class under the direction of their teacher. From the time food enters the building until it is sold, they must account for it. They act as cashiers, stock clerks, disbursements clerks, file clerks, bookkeepers, cost accountants, pay masters. One of the students even makes graphs of the business to show in a nontechnical way which meals are the most popular.

Service and menu are kept simple. In order to save time and dishwashing, paper cups frequently are used for desserts and salads, as well as for fruit and fruit juices. The meal is served on a dinner plate with only the eating utensils necessary for that meal. We buy most of our bread and pastries. As a rule, our desserts consist of pudding, fresh or canned fruit, with an occasional serving of cake, pie or ice cream.

There is no predictability in the menus, by that I mean there is no soup day, no meat loaf day. All menus



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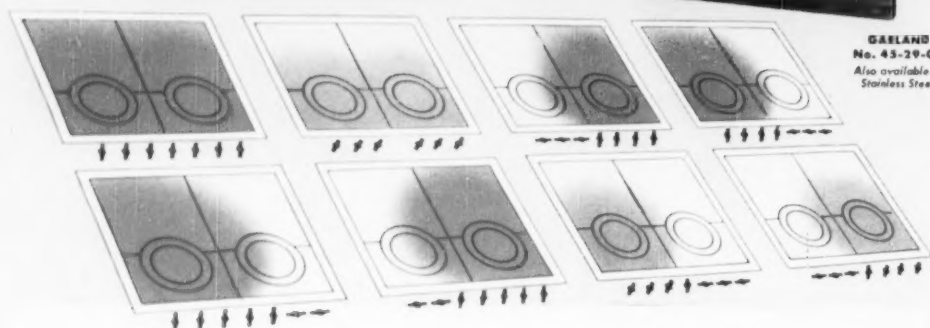
1★2★3★4★5★6★7

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And remember, this is only one of the many big features that make Garland the leader in sales, the leader in value! So before you buy, see your Garland dealer! Compare! Your choice will be Garland!



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\*REG. U. S. PAT. OFF.

appear in the school paper on the Friday preceding the week they are served. If something appears on the menu that a student doesn't like, he may bring a lunch from home.

Gross sales averaged \$109 a day last year, operating expenses, \$22.70. Total income was \$28,751, of which 86½ per cent was spent on meals. We had an average daily school attendance of 659 students last year; of that number, we served 455 student meals (daily average) and 22 teachers' meals daily. In addition, 25 people bought milk, and an average of \$50 a day was spent on seconds, candy and ice cream. Cost of labor per meal was slightly under 1 cent.

Our cafeteria is successful for many reasons. For one thing, our youngsters like the meals. We poll the students early in the year to find which meals they like best and which they want dropped. This last spring we conducted a contest for new meals. Three cars (scale model) were given away, as well as a month's free meals. The students even learn to eat new things, partly because there is seldom a choice in our serving line and partly because of social pressure. In order to serve a person every four or five seconds we don't offer students a choice between broccoli and brussels sprouts. They get a helping of corn or peas or green beans on their plate to go along with the main dish.

Too, the students have a chance to gripe. The student council has a cafeteria committee. This group and the teachers committee bring complaints to the principal and head cook, and these complaints are answered on the spot, either by correction or by explanation; the answers are reported back to the students.

#### MEALS SERVED RAPIDLY

The preparation and serving of the meal move rapidly. The school board did its part by obtaining all types of labor-saving equipment which make it possible for four women to handle 400 to 600 Class A meals daily. Classes are grouped in three eating periods, but groups from each period are on a staggered schedule of two-minute intervals, and seldom is more than three minutes spent in line.

About once a month we put on a special meal for the students. Thanksgiving, Christmas and post-Lenten dinners are obvious ones, but we can usually arrange others for special occasions, such as St. Patrick's Day,



Above: Since one person is served every four minutes, there are a great many dirty dishes, but a dishwasher makes cleaning up easy. Right: It's not glamorous, but it's necessary.

Valentine's Day, Mid-Years, basketball championship. This helps to use up the surplus saved by careful planning, and the students like it better than if we spent a penny more on the regular meals. Typical of our special meals was Thanksgiving dinner last year: mashed potatoes, roast pork and dressing, frozen peas, celery, cranberry sauce, applesauce, rolls, pumpkin pie with whipped cream, and milk—at 20 cents a serving.

The head cook hires her assistants. Time was when all this was done in the high school office. We found that it was best to let the woman in charge hire people who could work together. We have a three-year salary schedule for the cooks; the final salary is about 25 per cent above the beginning salary. A cook who is satisfactory will attain maximum pay at the end of two years of successful service.

There's no such thing as a discipline problem in the cafeteria. A student committee supervises the timing of each of the three serving periods. Teachers eat together and come and go as they wish. If carelessness or untidiness is reported to the student committee, a brief an-



nouncement in the homerooms or an editorial in the school paper is enough to get things on the right track again. After lunch, students may go to the restrooms and then come back to the cafeteria until it is time for their group to return to class.

In an effort to improve the looks of our cafeteria, which is an old gymnasium, the art class has put a mural over one entire wall, and a series of cartoons by one of our students has been enlarged and placed about the room.

Because responsibility for the cafeteria's success is spread over the entire school, our youngsters feel it's their very own. Keeping the cafeteria running smoothly takes cooperation, and our people are happy to give it.

*The magnificent Kaiser-Frazer Willow Run plant,  
its beautiful plant dining rooms and canteen are  
completely equipped with colorful, durable  
Jade-ite Fire-King Restaurant Ware.*

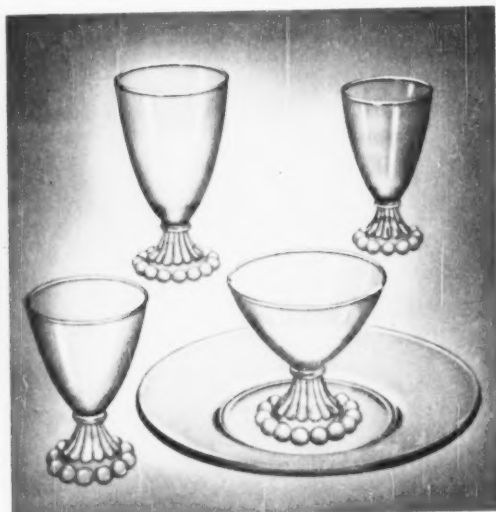


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Mr. R. E. Heyse, Manager of the beautiful and efficient dining rooms at Willow Run says, "Everyone from office girl to top executive admires your dishes...most sanitary service we have ever used...easy to keep clean...minimum breakage...we have cut our dinnerware costs in half."

You, too, can assure a more appetizing background for the food you serve when you serve it on Jade-ite Fire-King Restaurant Ware.

And you can serve piping hot dishes without fear of breakage, cracking or crazing. So switch to Jade-ite Fire-King Restaurant Ware. Gain all these advantages...and cut your dinnerware costs in half.

Your jobber will be glad to show you the complete line of Jade-ite Fire-King Restaurant Ware. And at the same time, may we suggest you ask him to show you the Anchorglass Ruby, Forest Green and Crystal tumblers, goblets, sherbets and other essential items required for efficient, economical mass feeding purposes.

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# SHAKE UP THAT SCHEDULE

MARY DeGARMO BRYAN

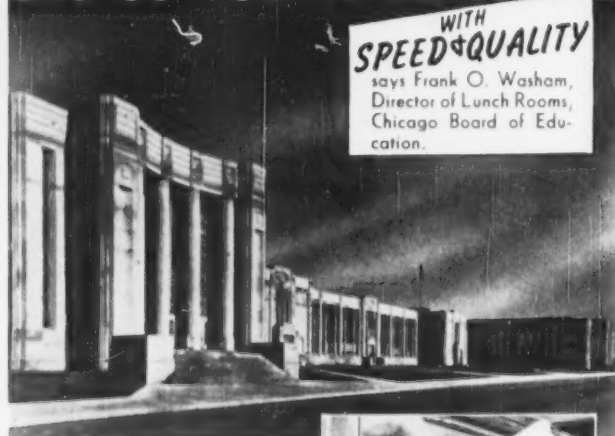
Head, Institution Management  
Teachers College, Columbia University

**T**HOUSANDS of school buildings are now being built or will be built within the next few years to accommodate the anticipated increased number of children in attendance. In addition, many thousands of old build-

ings will be remodeled. Millions of dollars of public funds will be spent on these buildings. Costs are based on cubic footage, and space should therefore be studied carefully and critically by boards and administrators.

## SIX BLODGETT OVENS SERVE 12,000 MEALS DAILY AT CHICAGO VOCATIONAL SCHOOL

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**SPEED & QUALITY**  
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Director of Lunch Rooms,  
Chicago Board of Edu-  
cation.



Chicago's Vocational High School, 87th and Anthony, uses "Specialized Cooking Tools," including Blodgett Ovens, to feed its pupils and train its chefs and bakers.

Its roasting bank consists of three Blodgett No. 952 Gas-Fired Roasting Ovens; its bakeshop two 982 and one 959 Gas Fired Baking Ovens.

Features of this equipment are: the volume production in limited space; speed, accuracy and freedom from knee-high heat discomfort.



Student removing pan of baked goods from one of a bank of three Blodgett Bake Ovens at the nationally known Chicago Vocational H.S.

ONE HUNDRED YEARS OF  
**THE G. S. BLODGETT CO., INC.**  
252 ARLINGDALE AVE. BURLINGTON, VERMONT

The amount of space required for a lunchroom is determined by the scheduling of classes. With the old type of rigid schedule in which all students come to the lunchroom in one or two large groups, the size of the room and the seating capacity may be many times that required if scheduling is such as to send students in small groups at short intervals, for example, five or seven minutes. This is not a new plan, and it is used successfully, with modifications to suit each situation, by an increasing number of schools. Some of the advantages are:

1. Smaller dining space is required. This not only cuts building cost but also provides a room that can be used more readily for other purposes.

2. The cost of installing and equipping multiple service counters is kept to a minimum. One counter, properly arranged and staffed, can handle from 12 to 15 students a minute. The first students through the line will begin leaving the room in about 15 minutes. Approximately 1,000 boys and girls can be served a typical plate lunch from two counters in one hour, if the kitchen is operated competently.

3. Fewer persons are needed at serving counters.

4. Long lines are eliminated. If from 50 to 60 students are sent to a counter at one time none will stand longer than five minutes.

5. Students can take a good meal and have time to eat it. Observation suggests that 15 or 20 minutes is the time most students require for eating after reaching their seats. If they have to stand in line for a long period they may have insufficient time to eat a complete meal and therefore may choose some sort of inadequate snack.

6. Students coming from and returning to classrooms are not burdened with books and wraps. They can pass the counter more quickly and can eat in comfort. Tables can be used for food only.

7. Students return to classrooms or other scheduled activities after finishing lunch, thus releasing seats for incoming groups. The lunchroom does not have to provide seating space for students during the entire noon period.

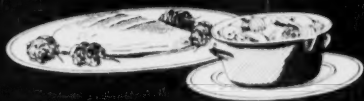
8. Handwashing facilities can be more readily provided.

9. Kitchen equipment can be used efficiently, and less is required, when food is prepared constantly throughout the lunch period.

10. Both taxpayers and students profit from a staggered period plan.



# Economy and Efficiency of MODERN **GAS** KITCHEN *helps keep school-lunch prices in line*



*Centralized cooking station illustrates efficient arrangement of modern GAS Cooking Equipment*

1100 CUSTOMERS per hour, for one hour each day—that's the kind of volume food-service which tests both cooking equipment and cooking fuel. At Luther Burbank Junior High School, Burbank, California, efficient GAS and modern Gas Cooking Tools have passed roster for economy and service.

Cafeteria Supervisor Kathryn Waggoner expresses it this way,

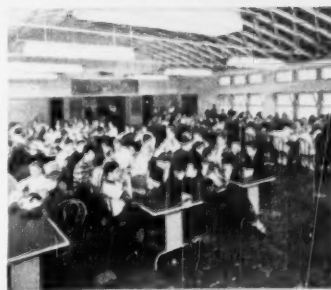
"No other fuel will give us the dependability, the perfect control of heat, the over-all top service, and not to be mentioned last, the economy. This allows us to deliver a well-cooked, nutritious meal to the students at a price they can afford."

That record of efficient and economical volume food preparation and service is accomplished with minimum equipment—2½ sections heavy duty range, 1 bake oven with 4 decks, 1 steamer, plus 1 water-heater—all modern Gas-fired Units. Furthermore, the task is accomplished at a saving of approximately \$70.00 per month over the cost of cooking by another cooking heat source.

Add together the savings in initial cost of equipment, and the monthly cost of fuel, and it's quite evident that GAS is the most economical cooking fuel. Your Gas Company Representative will show you why GAS is the most desirable fuel for volume food preparation.



*Service Area*



*Cafeteria Dining Hall*

## AMERICAN GAS ASSOCIATION

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# NEWS IN REVIEW

**Barden Heads House Education Committee . . . New Groups of Education Workers Covered by Federal Insurance . . . A.A.S.A. Sets Meeting Dates . . . Few City School Systems Have Fiscal Independence . . . Congress Passes Manpower Registration Act**

## **Barden Is New Chairman of House Education Committee**

WASHINGTON, DC. The death of Rep. John Lesinski (D-Mich.) brings to the chairmanship of the House labor and education committee Rep. Graham A. Barden (D-N.C.).

Mr. Lesinski died of a heart attack May 27 at the age of 68. His successor is a native of North Carolina, a Presbyterian, and 51 years old. He was unopposed at the North Carolina primaries on May 27, assuring his return to Congress in November.

In his first statement after learning of his new post, Mr. Barden said: "I am not for or against anything, except what I believe to be good for all the people. I have no foolish idea of running the labor and education committee as if I were boss. Nobody need expect any drastic changes in the way the committee has been operating."

Mr. Barden has been flatly opposed to the Senate-passed federal aid education bill because it would permit states to decide whether public and should go to parochial schools. He has favored his own bill which restricts the use of federal funds to public schools only.

The change in the committee chairmanship does not alter the prospects of any federal aid to education bill for this year. However, N.E.A. officials hope that Mr. Barden may get behind a federal aid bill providing for increased public school teachers' salaries in the next session of Congress.

Rep. Lesinski died at his home in suburban Dearborn, Mich. He had come from Washington only the day before his death. He had served nine successive terms in the House. As chairman of the House labor and education committee, he had been in sharp conflict with some of his colleagues on proposals for federal aid to schools.

## **New Groups Added to Federal Insurance System**

WASHINGTON, DC. — New groups of educational workers will be included in the federal old-age and survival insurance system under legislation approved by the Senate finance committee after more than six months of study.

1. Employees of nonprofit educational organizations would be covered on a compulsory basis. Only groups associated with religious denominations would be exempt.

2. Teaching and nonteaching employees in public institutions who are not under a retirement system would be covered if the state entered into an agreement with the federal government. Employees of state and local govern-

ments already under a retirement system would be excluded.

The bill provides that federal-state agreements could not be ended until  
(Continued on Page 72.)

## **A.A.S.A. to Return to Boardwalk in 1951, February 17 to 22**

WASHINGTON, DC. — The next national meeting of the American Association of School Administrators will be held in Atlantic City from Feb. 17 through 22, 1951, Executive Secretary Worth McClure has announced.

Efforts to find a more centrally located city to accommodate the large membership have not been successful.

Theme of the convention will be announced at a later date.

## **WASHINGTON AT A GLANCE**

WASHINGTON, DC. — Congress is preparing to spend the summer in Washington, if necessary, in order to act on major bills before going home to campaign. Among measures requiring action are social security extension, 1951 budgets, draft extension, and the Bailey bill to aid federally burdened school districts.

Some important changes in veterans' education procedures are proposed in the Taft Pepper Teague bill. But so different are the House and Senate versions that it will be impossible to say what the law will contain until after long discussions are held by House and Senate conferees. President Truman has issued a proclamation naming October 24 as United Nations Day and has asked that schools and colleges participate in its observance.

More than 75,000 school children paraded in Washington in May, demonstrating the strength of the nation's

school safety patrols. A safety slogan contest, feature of the parade, was won by these entries: "Be Careful—not Daretful" and "Be a Patient Crosser—not a Cross Patient." The NEA checked its best sellers of the month and found that "Fire Safety," a pamphlet for classroom teachers, is near the top of the list. It was prepared by the National Commission on Safety Education and sells for 50 cents a copy.

Best opportunities for law graduates lie in small American towns. State capitals and county seats also offer good opportunities, the U.S. Department of Labor says. "Every citizen has an obligation to think for himself, to work for a living, to respect himself and others, and to vote," said President Andrew Holt of the National Education Association before the National Conference on Citizenship Education.

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## **Tamper-Proof, Non-Clog**

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*Here's the fool-proof, tamper-proof, steady-temperature shower that can save up to 50% in water consumption in your school shower-rooms, depending on water pressure!*

The famous Speakman *Anystream* Wall-type Head is designed to prevent malicious abuse. It's self-cleaning . . . won't clog . . . has no pin-point holes. Full-pattern spray gives normal shower even under low pressure. There's *no* water-waste. Type of spray—needle or normal—is adjustable only with master-key.

Water flow to the *Anystream* Head is maintained at a constant temperature—*regardless of pressure fluctuations*—by the Speakman *Sentinel* Balanced Pressure Mixing Valve. No sudden surges of icy cold or steaming hot water. It's all done by the miraculous *f-l-o-a-t-i-n-g* piston which works on water pressure alone. This piston is easily removed for servicing *without shutting down the water supply*.

Speakman *Sentinel* Showers are known for quality . . . built strong, sturdy and rugged for a lifetime of strenuous use. Specify Speakman *Sentinel* Showers for *your* school.

#### **(A) SPEAKMAN**

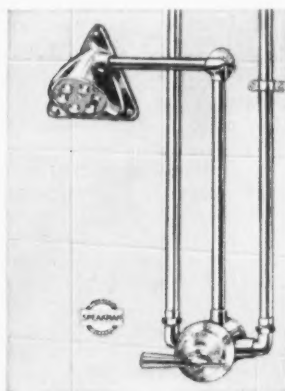
##### **Exposed *Sentinel* Shower**

(5-1750) . . . supplies to overhead 36" long. Horizontal discharge arm setting head 15" off center. Pipe size  $\frac{1}{2}$ ".

#### **(B) SPEAKMAN**

##### **Concealed *Sentinel* Shower**

(5-1715) . . . Wall-type *Anystream* Head . . . master-key operated for spray adjustment . . . vandal-proof. Working Parts in Balanced Pressure Mixing Valve renewable from face of valve. Pipe size  $\frac{1}{2}$ ".



(A)



(B)

**SPEAKMAN**  
SHOWERS AND FIXTURES

SPEAKMAN COMPANY, WILMINGTON, DELAWARE

## NEWS...

### Federal Insurance System

(Continued From Page 70)  
they had been in force five years. Then at least two years' advance notice of termination would have to be given. In order to prevent in-and-out movements disadvantageous to the financing of the program, the bill provides that if a group's coverage was terminated the group could not be covered again.

Those who became eligible for federal retirement benefits would receive about \$48 a month.

In addition, the social security amendments provide for several types of public assistance. Among them:

1. And to dependent children. Maximum payments in which the federal government would share are increased from \$27 to \$40 per month for the first child and from \$18 to \$20 for each additional child in a family.

2. Child welfare services. To help the states strengthen the federal-state services to neglected children and children in danger of becoming delinquent,

the bill increases the authorization for child-welfare services from \$4,500,000 a year to \$12,000,000.

3. Maternal and child health services. To assist the states in promoting better health for mothers and children, the bill increases the authorization for federal grants from \$11,000,000 a year to \$20,000,000.

4. Services for crippled children. To help the states reduce the number of crippled children now awaiting medical or surgical service, the bill increases the authorization for federal grants from \$7,500,000 a year to \$15,000,000.

It is expected that the Senate committee version of the social security amendments will be enacted into law before Congress adjourns.

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was  
perfect,  
Mr. Clarke**



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will save teaching time... make learning easier!"**

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- **Super-Plus Values!** The *Super-riter* has everything for effortless typing: exclusive finger-fit keys, a longer writing line, exclusive one-key Keyboard Margin Control, exclusive Perfect Positioning scale... you get all these and more with *Super-riter*.

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### Given Another Year to Meet North Central Standards

CHICAGO.—Expulsion of DePaul University from the North Central Association of Colleges and Secondary Schools has been deferred by the executive committee for one year to give the organization an opportunity to meet the association's standards. The institution had been cited by the North Central Association for alleged lack of library facilities, inadequate preparation of faculty, and a too high student-teacher ratio.

Another survey of the school will be made next winter, announced Dr. G. W. Rosenlof, secretary of the North Central Association.

### Few School Systems Have Fiscal Independence, Study Shows

WASHINGTON, D.C.—Nearly all city school systems have the authority to prepare their annual budgets but can be subjected to rigid and specific budgetary control by nonschool agencies of municipal government. Only a third of the school systems in cities with a population larger than 2500 manage their fiscal affairs in complete independence, the NEA research division reported in a new study.

In the opinion of most educators, the NEA study states, many of the controls represent dangerous encroachments upon school board authority. In the opinion of other educators, such controls are proper and should be incorporated into the practices of additional cities.

Although few city school boards both levy and collect school taxes, the survey found, a majority of them have a con-

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**For Lifetime Service!**

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Aside from their high quality, ASE Wall-Robes are gaining in popularity every day because they are:

1. Sized to the people they serve.
2. Will last the lifetime of the building.
3. Save on construction costs.\*

**For Little Folks**—regular lockers are not a satisfactory solution to the accommodation of clothing and personal articles of elementary school children. Height must be considered, as well as the inability of young children to remember lock combinations or avoid losing keys. Free standing or recessed in back or side wall, ASE Wall-Robes serve all the pupils in the classroom, are always under teacher's supervision. One master lock locks up to five units simultaneously.\*

**For Older Pupils**—there are higher models, suited to taller pupils.\*

**For Teachers**—many styles and arrangements for bookcase, wardrobe, and other storage needs. Can be installed adjacent to pupil group, but with individual locks.\*

\*Send for ASE CATALOG WR-8. It tells the whole Wall-Robe story, with complete installation information.



## A·S·E LOCKERS TO MEET EVERY NEED

Single tier lockers, double tier lockers, multi-person lockers—ASE has them all to suit every school need, according to floor space available in corridors or team rooms. Ask for our bulletin for complete description and specifications.

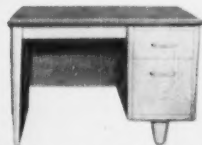


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Here is the new ASE 6000 Line Desk. For beauty, efficiency, quiet operation, it has no equal. Shown here is the 60" x 30" flat-top model. Tops and drawers on these desks are interchangeable—and easily, too.



ASE 6000 Line Single Pedestal Desk, 45" x 30". Is exceptionally good desk for classroom use.



For durable beauty as well as efficient handling of file material, and ease of operation, ASE Filing Equipment is outstanding. There are several grades, according to need.



ASE makes over 46 sizes and styles of Storage, Combination, and Wardrobe Cabinets. Model 4485 Combination Cabinet shown. Ask for bulletin for complete information.



## NEWS...

rolling voice in determining the local school tax rate. No board of education in a city of 100,000 or more in population and only one in 10 of all the cities collect levies and collect its own taxes. The smaller the city, the greater the likelihood that the school board will levy and collect its own revenues.

Approximately one city school board in five has the authority to decide and to announce the official school tax levy without collaboration of any municipal or local agency of government.

School administrators supplying information for the survey were asked to name weaknesses at any, in the revenue procedures being followed at present in their communities. The following were most commonly mentioned:

Property is assessed at an unreasonably low percent of true value; property assessments are extremely inequitable; the board of education has no power to change or to appeal from local assessment policies; and no machinery exists whereby assessors may be required to

assess property according to the intent of the law.

### Take Steps to Solve Elementary Teacher Shortage

WASHINGTON, DC—Five steps are being taken in many parts of the country to beat the shortage of elementary school teachers.

The National Commission on Teacher Education reports that two methods used to increase the supply of elementary teachers are:

1. Reconversion to elementary teaching of graduates who had planned to teach in high schools.

2. Use of liberal arts college graduates without any previous professional preparation. These candidates begin teaching after an orientation course or workshop in elementary education but remain under the close supervision of local school supervisors or of the faculty of a near-by college.

The commission reports that state-wide reconversion of high school to elementary teachers is effective in Connecticut, New Jersey and Ohio. Many local school systems are using liberal arts graduates, closely supervised.

The commission also points to a plan introduced in Illinois designed to induce college students preparing for high school teaching to change their teaching destination. Students are invited to complete at least 10 semester hours in elementary education before they are graduated. This makes them eligible for a special elementary certificate examination.

### New Legislation Substituted for Selective Service Act

WASHINGTON, DC—Congress has struck the Selective Service Act from the statute books and has substituted instead the Manpower Registration Act of 1950. Under its terms:

1. All youths reaching 18 years of age must register with their local draft boards. They will be classified immediately as eligible or ineligible for military service.

2. No inductions will take place without a separate declaration of a national emergency by Congress.

3. No voluntary enlistments under two years will be permitted, and 18 year olds will not be accepted as volunteers.

The legislation as passed by the House and Senate will go into effect June 24, when the present Selective Service Act expires.



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**ONLY ONE MOVING PART** — Powerful thermostatic motor assembly is easily accessible from the front. Simple and durable construction insures long life and minimum of maintenance.

## STANDARD TESTS

Federal Government Specifications (WW-P-541a) require that thermostatic water mixing valves be tested under conditions specified below:

### Pressure Changes in Hot and Cold Water Supplies

- 50% Increase in pressure
- 50% Decrease in pressure
- Failure of Cold or Hot Water Supply

### Temperature Rise in Hot Water Supply

- 100° rise in temperature of hot water supply from 125 to 225° F

### If You Test

Various Water Mixing Valves  
by the above conditions . . .

you will find that  
**POWERS Type H**  
**THERMOSTATIC WATER MIXERS**  
**Will Out-perform**  
**All Other Mixers**

**Note** that Government test specifications include **TEMPERATURE** rise. Pressure actuated mixers do not safeguard shower users against this danger.

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**are regulated by POWERS"**

**THERMOSTATIC SHOWER MIXERS**  
**Give SAFEST Control Obtainable**

TYPE H

DIAL DIA. 6"



● Proof obtained from tests described at left will show that no other *thermostatic* or *pressure actuated* shower mixer provides the greater safety insured by a Powers Type H Mixer.

In 1923 POWERS pioneered with the first pressure actuated type mixer which has been obsolete by our far superior Type H Thermostatic Mixer. Its powerful quick acting thermostatic motor gives the most accurate control obtainable regardless of *pressure* or *temperature* changes in water supply lines.

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## NEWS...

### President's Education Goals for Next Session of Congress

WASHINGTON, DC—Speaking for the Truman Administration, Federal Security Administrator Oscar Ewing said that the four major goals for the next session of Congress are federal aid to elementary and secondary education; provision of adequate school housing for all children; a program of federal scholarships, fellowships and loans for worthy and needy college students; and the strengthening of the Office of Education.

"I repeat, goal one remains federal aid to education," said Mr. Ewing. "In spite of all our educational improvements, millions of children are still being cheated out of their chance for a decent schooling. The principal of general federal aid is practical, and we must continue to fight for it."

Mr. Ewing added that the Office of Education, in common with every other part of our vast educational system, remains greatly handicapped by inadequate staff and resources.

If Congress accedes to the President's request and authorizes a nationwide survey of school building needs, such a program would require the closest working relationships between the federal government and the best authorities in school administration. The best professional knowledge would have to be brought to bear on the Office of Education and given enough money to do the job.

### Pledge-Mumbling, Rituals Don't Build Citizens

NEW YORK—Mumbling pledges to the flag and memorizing constitutions should be replaced by "realistic studies of the social sciences." The speaker was William H. Burton, director of apprenticeship at Harvard University's School of Education. In the audience were 700 school administrators attending the four-day Midcentury Conference on Citizenship Education. Attempts to "coerce" patriotism and nationalism "through rituals and repetitive exercises are naive," said the speaker. "We must begin to introduce our younger citizens to the world they are going to inherit. Teach the world as it is and why," he said. "A school is not a school if it avoids controversial issues."

Also he said, "We must abandon the pioneer's conception that citizenship is rigid nationalism. World as well as national consciousness must be developed."

### New Agency Handles Loans for Advance Planning of Schools

WASHINGTON, DC—Under a reorganization plan approved by Congress on May 24, loans for advance planning of public school structures will be under the jurisdiction of the housing and home finance agency. Previously, this program was under general services administration.

In a final tabulation of its 1950 activities, G.S.A. found that it had approved advances for blueprinting 150 school structures in 17 states. Advances ranged from \$155,000 for planning a high school in Janesville, Wis., to \$1520 for blueprinting a four-classroom addition in Osbourne district, Georgia.

The largest single advance for planning college facilities went to the University of Florida.

Loans are made under the second advance planning program approved by Congress in the last year. Under the act a school district may obtain a non-interest-bearing advance to bring blueprints and specifications for a school building to a point where construction bids may be advertised. When construction is started the advance must be returned to the U.S. Treasury.

Congress authorized \$100,000,000 for two years and made immediately available appropriations of \$25,000,000 to get blueprinting launched.

Summing up its activities, the G.S.A. said: "In the last 10 years the predecessor organizations of the general services administration have assisted local communities in building 16,928 school structures and in enlarging or repairing thousands of others."

Under the first advance planning program, which ended on June 30, 1947, repayable advances were approved for bringing blueprints and specifications for some 2000 school buildings to contract bidding point.

G.S.A. will now limit its activities to housekeeping jobs for the federal government, is recommended by the Hoover Commission.

### Ban Trips to Washington

PEEKSKILL, N.Y.—Because of racial discrimination in the nation's capital, the Peekskill Board of Education has banned field trips to Washington, D.C., and instead recommended Boston for the next students' eastern trip.

Resolutions protesting Jim Crow policies were sent to the District of Columbia commissioners.



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Need a top quality material to meet a standard flooring need? Or do you have a special problem that calls for special qualities? Read what Tile-Tex has to offer.

### TILE-TEX® ASPHALT TILE

... the standard of quality within the industry. For general use, this tile gives you an exceptionally durable flooring material that combines low first cost ... easy, economical maintenance ... and distinctive design possibilities, due to a wide range of colors and sizes.



### TUFF-TEX® GREASEPROOF INDUSTRIAL TILE

... a truly heavy duty flooring material. Use this tile in machining areas, kitchens and canteens, anywhere grease-abuse cre-



ates a problem. It's so rugged it will stand up well even under constant traffic of material handling trucks.

### FLEXACHROME® PLASTIC-ASBESTOS TILE

... the aristocrat of resilient flooring. Every business property has its "dressed up" areas. And you can't do better than to floor them with Flexachrome. 32 sharp, brilliant colors and 9 sizes give you almost limitless versatility for design and pattern. It's *greaseproof*, too ... making it possible for you to use it almost anywhere.



### MURA-TEX® PLASTIC-ASBESTOS WALL TILE

... companion product to Flexachrome. Made in decorator-selected colors to blend or contrast perfectly with your Flexachrome floors ... Mura-Tex wall



tiles enable you to carry out your decorative scheme in a beautiful, easy-to-clean material that will give you years and years of service.

And, of course, *all* the Tile-Tex products give you the advantages of quick, versatile, tile-at-a-time installation ... long, trouble-free service ... simple, inexpensive repairs to damaged areas ... easy, economical maintenance.

Get in touch with your local Tile-Tex Contractor. Without obligation he'll be glad to answer any particular questions, and to estimate the cost of meeting *your* flooring needs with one or more products in the *complete* Tile-Tex line. To locate the Approved Tile-Tex Flooring Contractor in your area look for the Tile-Tex Trade Mark in the classified pages of your telephone directory or write THE TILE-TEX DIVISION, The Flintkote Company, 1232 McKinley St., Chicago Heights, Illinois.



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## NEWS...

### Education Writers Association Grants Annual Awards

WASHINGTON, D.C.—Annual awards of the Education Writers Association for outstanding contributions to public understanding of the American schools were announced at the first education writers institute here in May, sponsored by the National Education Association.

Writers cited were: Fred Hechinger, columnist, Bridgeport (Conn.) *Herald*, and Maj. Frederick Sellers, editorial writer of the Jackson (Miss.) *Daily*

*News*. *This Week* received the award for the work done by Jack Harrison Pollock in an article entitled "Why Kids Leave School." The Baltimore *Evening Sun* won the citation for "outstanding work of interpreting education during the year 1969." The *Evening Sun* education editor is Robert Moyer.

A special citation went to the *March of Time* for its film, "The Fight for Better Schools." Honorable mention was awarded (1) to the Cleveland *Press* for a series of well illustrated articles

written by Noel Wical and Jack Wartel, which covered college as well as elementary and secondary education; (2) to the *Oak Ridge* (Oak Ridge, Tenn.) for Reet Waldrop's "sprightly and interest-compelling" articles; (3) to Elsie Carper for articles in the *Washington Post*; (4) to Theodore N. Cook for articles in the *Christian Science Monitor*, and (5) to the Toledo *Blade* for editorials by Michael Bradshaw supporting academic freedom and the rights of teachers.



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THROUGH CHEMISTRY

DU PONT **TONTINE** WASHABLE WINDOW SHADE CLOTH  
LOOKS BETTER LONGER

### Vote \$6,000,000 for School Buildings

SAGINAW, MICH.—A new east side high school for this city was assured May 24 when voters, by a majority of more than 5 to 2, approved a \$6,000,000 bond issue for a four-point school building program. Construction will be started immediately on additions to two elementary schools. Additions to two other schools, as well as the building of a new junior high school and new elementary school, are included in the program. It is expected that construction of the new high school, to be located on an 82-acre site, will be started this fall.

### Workshop in Government

EAST LANSING, MICH.—Special courses for teachers of social studies are included in the plans for the fifth annual summer workshop in state and local government at Michigan State College, July 5 to 25.

### Education in Germany

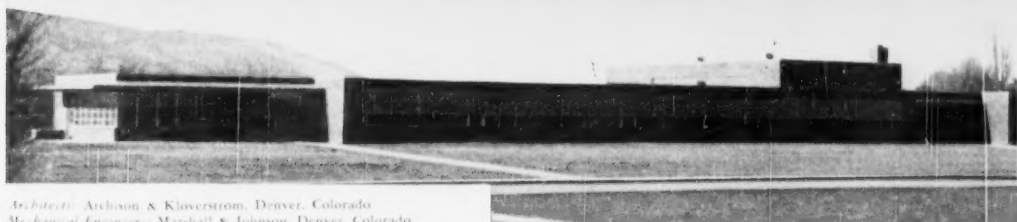
(Continued From Page 10.) in informal cooperation with the U.S. High Commission advisers on educational affairs. Teachers resident in communities having German teacher training institutions are working with instructors in these institutions in a number of ways. Our teachers of German, art and music, assistant teachers in kindergartens and primary grades, and school librarians are German citizens.

You can see why we are taking this interest in Dr. Grace's publications. I circulate our copy of *The NATION'S SCHOOLS* to each member of our administration staff each month, and we enjoy this way of keeping up with educational development—SARITA DAVIS, Chief, Library Section, Dependence School Division, European Division.



# AMERICAN-Standard

First in heating . . . first in plumbing



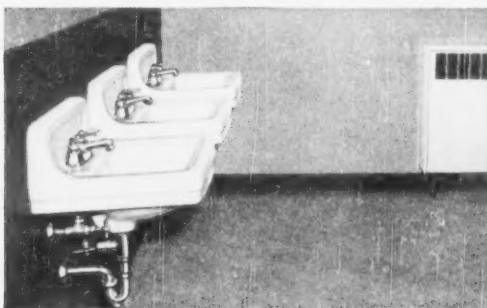
Architects: Atchison & Kloverstrom, Denver, Colorado  
Mechanical Engineers: Marshall & Johnson, Denver, Colorado  
General Contractor: Johns Engineering Company, Denver, Colorado  
Plumbing Contractor: Dependable Plumbing & Heating Company, Denver, Colorado

## New, Modern Colorado School selects AMERICAN-Standard

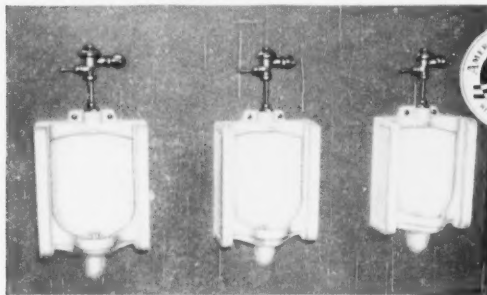
WHEN the Dunn Elementary School of Fort Collins, Colorado, was built, careful attention was given to facilities for guarding the health and comfort of students and teachers. Large areas of glass were used, to afford better lighting. And both American-Standard Heating Equipment and Plumbing Fixtures were installed to assure utmost heating comfort and convenient, sanitary plumbing.

Scores of other modern educational institutions have also found American-Standard a sure guide to quality products . . . and to dependable performance. American-Standard products are attractive. They're economical to maintain. And they're *dependable* . . . even under the rugged treatment to which they're often subjected in school service.

If you are equipping a new school, or re-equipping an old one, ask your Heating and Plumbing Contractor about the American-Standard line of heating and plumbing products. No line is more complete. **American Radiator & Standard Sanitary Corporation**, P. O. Box 1236, Pittsburgh 50, Pennsylvania.



These LUCERNE Lavatories of genuine vitreous china are easy to keep clean—hard to mar. They feature splash backs and deep, square bowls for protection of wall and surrounding area. The American-Standard CONVECTOR with ENCLOSURE keeps room comfortably heated, makes a neat installation.

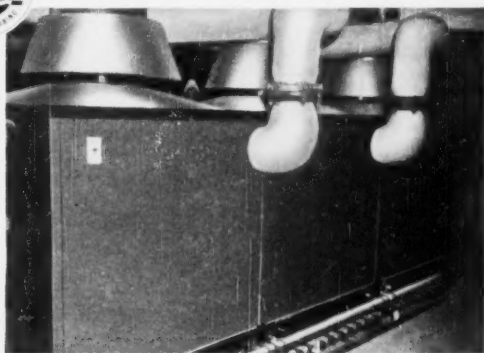


These genuine vitreous china WASHAL Urinals are permanently non-absorbent, will not lose their luster, will not craze. They're wall-mounted for maximum sanitation, making surrounding floor area easier to clean.

This STANDARD GAS BOILER supplies abundant, automatic heat through the entire area of the Dunn School. The carefully machined cast iron sections of the boiler are gas-tight. Heating surfaces, burners, controls and other essential features are coordinated to assure maximum output with minimum operating and maintenance cost. The jacket is heavily insulated to prevent excessive heat loss.



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### BELT SANDER

Use American Sanderplane Belt Sander to save labor in sanding desks, blackboards, and other reconditioning jobs. Also, a good vocational tool. Many times faster than a hand plane. Use on wood, metal, marble, stone, composition board. Sands material down to a new clean surface. Two models—with and without dust collector bag. Well-balanced, powerful, efficient.

### FLOOR SANDER

Get your floors in shape with more speed and lower cost! Use a new American Super 8—cuts twice as fast as standard 8" floor sander! 2 H.P. motor . . . drum driven by variable speed transmission . . . drum speed range from 1600 to 2800 r.p.m. assures greatest efficiency under varying conditions . . . correct drum pressure selected by variable control—52 lb. to 103 lb.—to meet all conditions in floors. Operates efficiently even with low voltage!

### POWER SAW

Save time and labor in school maintenance and construction with American Portable Electric Saws. 10 times faster than hand sawing. Cuts wood, stone, metal, tile, compositions. Big power. Motor develops 2 1/2 H.P. with blade speed 5300 R.P.M. Easy one-hand operation. 8 1/2" blade makes 3" straight cut, will cut 2 1/4" plank at 45° angle.

AMERICAN Floor Surfacing Machine Co.  
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City \_\_\_\_\_ State \_\_\_\_\_

## NEWS...

### Don't Expect Too Much From Television, Kaltenborn Tells Ohio Radio Institute

COLUMBUS, OHIO.—A veteran radio news analyst predicts that television will never completely replace audio broadcasting, nor can it do more than supplement the work of the classroom teacher. H. V. Kaltenborn outlined his views on the future of commercial and educational broadcasting at Ohio State University's 20th annual Institute for Education by Radio, May 4-7.

He declared that "the educator in the classroom can do with his classroom material and an occasional film almost everything that the television screen can do, and he can do it better."

The educator, the commercial broadcaster and the public must share the blame for the failure of educational broadcasting to achieve greater development, in Mr. Kaltenborn's opinion. The decrease in educational station licenses from 202 in 1935 to the present 54 can be attributed, he said, to "insufficient funds, lack of public interest, lack of imagination, lack of faculty support."

The educator should not expect too much of commercial television as an educational medium, he warned.

"There will soon be so many television stations that profits will be small except for the biggest and best. All of which means that the educators will have less chance in television than they had in radio."

"Nothing more than good talk can hold a radio audience, but it takes a low neckline, a shapely throat or a cat's act to make them keep on looking."

Louis P. Hoyer, superintendent of Philadelphia schools, reported "We in Philadelphia are completely sold on television as an educational medium. The Philadelphia schools and commercial television stations grew up together," he said. The schools' own radio group now prepares an average of five or six weekly releases.

Responsible ownership of facilities of mass communications is a matter of public concern, Dr. H. Gordon Hallish, professor of education at Ohio State University, declared. He warned against official controls of mass communications, but added that restriction does not always flow from official sources.

"We want no Iron Curtain," he said, "neither do we wish a Town Crier who is free to limit his voice in the service of his special social, political or economic interests."

Other speakers included representatives of commercial broadcasting companies, two members of the Federal Communications Commission, and representative educators and lay leaders.

### Congress Passes Bill Creating National Science Foundation

WASHINGTON, D.C. — After five years of study and debate Congress passed and sent to the White House a bill creating a National Science Foundation. President Truman signed the bill on May 10, making it Public Law 507.

The measure authorizes \$500,000 for the first year and \$15,000,000 a year thereafter. Most of this money will be spent for administration. Funds for research will come primarily from a score of federal agencies which devote hundreds of millions of dollars to research. The foundation will enter into contracts with universities and scientific foundations and may offer grants and loans to promote basic research in medical, mathematical, physical, biological and engineering sciences. The 24 member National Science Board has authority to set up a division for social science research if it seems necessary.

Scholarships and fellowships will become available through the foundation only to American citizens who take the loyalty oath.

At the time the bill went to the President for signature, the Federation of American Scientists issued this statement: "The National Science Foundation represents a new experiment for peacetime America. As such, it will have the whole hearted cooperation of American scientists. Basic research forms the firm foundation on which all technical progress depends. The foundation must not be side-tracked or diluted by immediate practical programs which are better carried on by other agencies."

### National Citizenship Conference Hears N.E.A. President

WASHINGTON, D.C. — One thousand delegates representing 500 public and private organizations attended the fifth National Conference on Citizenship here May 22 to 24.

Speakers included Andrew D. Holt, president of the National Education Association. Dr. Holt outlined four du-

**FOR**  
*School Buildings*  
**ESPECIALLY...**

**there's more  
to a door  
than meets  
the eye . . . . .**



The new Hardee County High School at Wauchula, Fla., was designed by M. Leo Elliot & Associates, Tampa. The illustration above shows a few of the 14" Weldwood Standard Mineral Core Flush Veneer Doors used in this modern building.

## WELDWOOD FLUSH DOORS

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**UNITED STATES PLYWOOD CORPORATION**

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### **Of course, school doors should be beautiful**

That's only one reason why you'll like the new Weldwood Mineral Core Doors — you just can't find more attractive doors for school use. Faced with beautiful wood veneers, these modern flush doors will be a source of pride to you, your staff, your students and taxpayers. They are available with birch veneer faces from stock, or may be specified in many other decorative hardwoods. Furnished with or without light and louvre openings.

### **But they have to be durable too —**

School doors have to withstand a lot of service — and a lot of abuse — that's another reason more and more school authorities prefer Weldwood® doors. Made to meet exacting, high-quality standards, these durable doors stand up under years of continuous hard service.

The solid mineral core is impervious to fungus, decay and termites and is highly resistant to impact. Used in interior or exterior openings these Weldwood Flush Doors are guaranteed against swelling, warping or binding — they'll never shrink or stick.

### **Light in weight, easy to open and close —**

Because Weldwood Flush Doors are light in weight, perfectly balanced and free from warpage, teachers and students, even small children, can open and close them easily. One Weldwood Door after being opened and closed 200,000 times under abnormally severe conditions is still as good as new.

### **And fire-resistant of course —**

The incombustible mineral core of these Weldwood Doors provides an unusual and highly desirable margin of safety from fire. (For *maximum* fire protection, specify the Weldwood Fire Door — the only wood-faced fire door approved for Class B openings by the Board of Fire Underwriters.)

*No other doors on the market offer such a desirable combination of qualities for school installations. Yet with all these features, Weldwood Mineral Core Flush Doors are moderately priced. Send coupon for complete information or get in touch with our nearest distributing unit listed below.*

UNITED STATES PLYWOOD CORPORATION (Dept. 624)  
55 West 44th Street, New York 18, N. Y.

Please send complete information about the  
Weldwood Flush Veneer Door with mineral core.

Name

Title

Address

## NEWS...

ties and obligations which should be assumed by everyone who accepts the rights, privileges and freedoms of this great land. They are: (1) the obligation to *think*, because in a democracy the intelligence of the government is the sum total of the intelligence of all its people; (2) the obligation to *work*, because any able-bodied citizen who fails to produce is obviously a dead weight on his commonwealth; (3) the obligation to *respect*, because respect provides the acid test not only of our

belief in democracy but also of our belief in religious brotherhood; and (4) the obligation to *vote*, because it is essentially the only difference in our form of government and a dictatorship.

A town and a school were especially honored for developing effective ways of putting good citizenship into action. Gladewater, Tex., was extolled for its Democracy Bears Communism week, and the Eugene Field Elementary School of Milwaukee, for its study of civil services as a project for the school year.

### Congressmen Want to Revive Civilian Conservation Corps

WASHINGTON, D.C. — Plans to revive the Civilian Conservation Corps of the depression days are stirring again.

The House committee on education and labor has received five identical bills asking for creation of C.C.C. camps for jobless youths. Most active sponsors are Rep. Helen Gahagan Douglas (D-Calif.) in the House and James E. Murray (D-Mont.) in the Senate.

Sponsors claim that a C.C.C. is needed at this time for two reasons:

To conserve the water, soil, forest and other natural resources of this country which have become depleted during the war years.

To relieve the growing unemployment of young men in this country. As of January 1950 there were more than 1,000,000 young men between the ages of 16 and 24 who were out of jobs.

### Committee Refuses to Increase Grants for Vocational Education

WASHINGTON, D.C. — Vocational education programs are so liberally supported by local and state funds that Congress is beginning to wonder whether larger federal support is needed.

The House appropriations committee, therefore, refused a request to increase George Bardeen vocational training funds for 1951 from \$19,842,760 to \$23,502,000.

The committee said: "State and local expenditures have been increasing progressively in the last few years without any corresponding increase on the federal side. In 1948, \$296 of state and local funds were expended for each federal dollar for this purpose; and in 1949 that ratio jumped to \$552 for each federal dollar. In terms of totals, approximately \$95,000,000 was expended from state and local sources in 1949 as against \$77,000,000 in 1948 and \$62,100,000 in 1947. These statistics demonstrate that the federal grants are serving admirably the stimulating purpose which they were set up to do."

The committee, therefore, voted only \$19,842,760 for next year's grants for vocational education.

Ever-optimistic officials hope that the Senate will prevail upon the House to grant the larger sum. However, a House economy bloc has been able to enforce reductions all along the line. It is expected that final vote on the budget will come late in June.

## SPECIFY "PEABODY" No. 260



### STEEL MOVABLE *Suntan* DESKS

Equip your schools with Peabody No. 260 Steel Movable Desks and you equip them with the most efficient, most comfortable, and most attractive seating money can provide. Examine this quality seating. See how sturdy it is built. Notice the desk lids do not slam—look at the comfortable seat and notice how both seat and desk are independently adjustable. The adjustment feature is positive, cannot slip. Only persons responsible for seating can adjust them. No bolts—no butterfly nuts for children to loosen.

### NEW SUNTAN COLOR MAKES CLASS ROOMS MORE ATTRACTIVE...FINISH RESISTS SCRATCHES

In keeping with the desire for brighter, cheerier classrooms, No. 260 Steel Movable Desks are available in the gorgeous new SUNTAN finish. The desk tops, seats and backs are also given a CELSYN coating—a coating so hard and tough it resists scratching to a remarkable degree. Write for complete information on No. 260 Steel Movable Desks.

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The PEABODY Line is a complete quality line of school seating, desks, chairs, tables, teachers' and administrators' desks and folding chairs. From this one manufacturer purchasers of school equipment can buy all necessary school furniture and be protected by the PEABODY ironclad guarantee of superior quality, workmanship, material and correctness of design.

We invite your inquiries.  
Write direct to—

**THE PEABODY SEATING CO., INC.** BOX 3 NORTH MANCHESTER, IND.

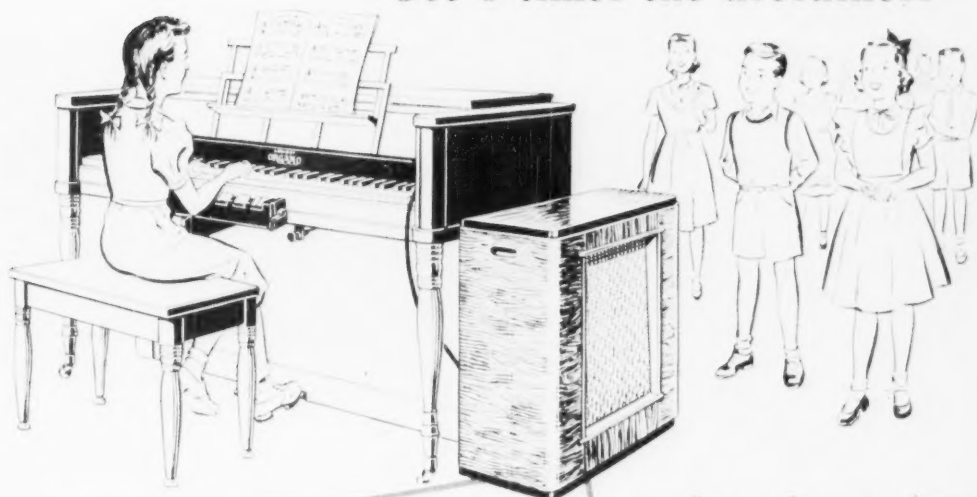


No. 31  
No-Tip Steel  
Folding Chair

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-Save  $\frac{1}{2}$  the cost

-Get 6 times the usefulness



## *Look*

where this Organ can be used in your school

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- ✓ For the Music Dept.
- ✓ For Games
- ✓ For Band and Orchestra
- ✓ For Choral Groups
- ✓ For PTA Meetings

The ORGANO may be easily moved to any other piano and reinstalled in a matter of minutes.

For more fine music - for more occasions - for more people - at less than half the cost, investigate the Lowrey ORGANO - amazing new electronic piano organ.

It is installed quickly on any standard piano

It may be quickly moved to any other piano anywhere

It produces: Organ music alone in complete chord structures

Piano alone

Organ and piano together

Any pianist can play the ORGANO for he uses the same familiar piano keys. By saving the expense of special consoles and key actions - the cost is surprisingly low. Send coupon for information, now.

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GNS



## NEWS...

### SUPERINTENDENTS . . .

Scott Thompson, superintendent of secondary schools at Compton, Calif., and president of Compton College, has resigned from both positions, effective July 1.

Henry O. Cravey, superintendent at Soperton, Ga., has been appointed superintendent at Redville, Ga.

O. L. Wormer, superintendent at Alberta, Minn., for the last two years, has been appointed superintendent at Hays and Lake, Minn.

Miles W. Robinson, high school principal, succeeds Cecil E. MacDonald as superintendent at Menominee, Mich.

Lester M. Frey will become superintendent at Marshall, Minn., July 1, succeeding George A. Eddie, who has been appointed superintendent at Fairmont, Minn. Mr. Frey has been superintendent at Long Prairie, Minn., since 1944.

A. M. Jones has resigned as district superintendent of the third supervisory district of Suffolk County, New York. He has served 42 years as teacher, prin-

cipal and superintendent in the public schools of New York State.

Howard G. Squires, supervising principal of schools in Harmony Township, Beaver County, Pennsylvania, has been appointed superintendent at Ambridge, Pa.

Edward L. Dykstra has been named superintendent at Elkton, Mich.

Ralph M. Gantz will become superintendent at Steubenville, Ohio, August 1. He has been superintendent at Bedford City, Ohio, for the last six years.

### PRINCIPALS . . .

Leland P. DeWoody has been appointed supervising principal of schools at McKeesport, Pa., succeeding Elizabeth Christy, who is retiring in July.

S. R. Clark has resigned as high school principal at Sheridan, Wyo., effective July 1.

C. M. Callihan, principal at Kerrville, Tex., has been named principal of Pharr-San Juan-Alamo High School at Pharr, Tex.

B. F. Cullen, who now is at the University of Virginia, has been appointed high school principal at Luray, Va. Mr. Cullen formerly taught at the Norview School in Norfolk County, Virginia.

Georgia Sawyer, principal of the Lincoln School at Owatonna, Minn., since 1928, retired at the end of the school year.

William H. Spurgeon, science and mathematics instructor in the Berne French Township School, Berne, Ind., since 1930, has been appointed principal of the school.

H. W. Perkins, principal of Massena Junior-Senior High School, Massena, N.Y., since 1947, has resigned.

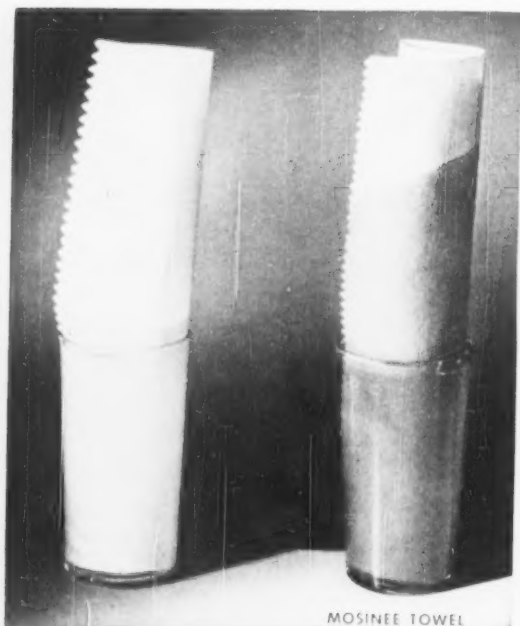
Harrison M. Davis Jr., president of Nassau College for Women at Springdale, Me., has been appointed headmaster of Hackley School at Tarrytown, N.Y.

George Kriviskey, now high school principal at Georgetown, Ill., has been named to a similar position at Pana, Ill. He will succeed the late R. D. Brummett.

### DEATHS . . .

William I. Hamilton, 72, superintendent at Oak Park, Ill., until his retirement in 1937, died May 28 at his home in Chicago.

Clarence A. Dykstra, 67, provost of the University of California at Los Angeles, died of a heart attack May 6 while fighting a brush fire near his summer home at Laguna Beach, Calif.



● This simple demonstration proves that the MOSINEE Towel (at right) absorbs more water, faster, than the ordinary paper towel (at left).

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are ideal for the nation's schools!



**This Schoolroom Floor** makes clever use of Kentile's smart colorful tiles. Decorative *ThemeTile* and *Kenserts*...in attractive designs...can also be used for outstanding floor designs in playrooms, kindergartens and corridors.

**This Gymnasium Floor** with Kentile Basketball Court is ideal for schools because it requires the minimum of maintenance...court lines are inlaid, never need repainting.



The photographs shown here illustrate only a few of the many school uses for attractive Kentile floors. Laid tile-by-tile in any combination of colors and designs, Kentile installation is quick, easy, and surprisingly low in cost. For example, a minimum area of 1000 square feet may cost as low as 25¢ per square foot. Your floor may cost even less...or slightly more...depending on the design you select, the size, type and condition of your floor...and the freight rates to your city.



**This Corridor** shows how appropriate Kentile is for any floor. Here extensive space was handsomely covered by laying Kentile in large designs. The Kentile stair treads carry out the flooring color and provide resilient quiet and comfort.

Kentile offers many advantages to schools where floors must be safe, resilient, quiet and comfortable underfoot. Actual records of Kentile in use prove its durability under years of constant, heavy foot traffic. Scraping and scuffing won't mar Kentile. Colors go clear through each tile...can't wear off. It resists dirt and ordinary stains, is easy and inexpensive to maintain all through its long life. Kentile offers an extra measure of safety for schools where slippery floors may cause serious accidents. The U. S. Bureau of Standards states: Under most conditions, asphalt tile is safer to walk on than any other smooth-surface material, provided it has no high-gloss finish.

For further information, contact your nearest Kentile representative. Look for his address in your classified phone directory. Ask about Special Kentile (greaseproof) for school kitchens and cafeterias.



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## COMING EVENTS

Meeting dates for national and regional programs

### JUNE

18-20: New England Regional Conference on Basic Life and Education, Gosham State Teachers College, Gosham, Me.

22-30: Annual Curriculum Conference, Purdue University, West Lafayette, Ind.

19-22: National Association of Student Councils, West High School, Denver.

25-July 14: National Training Laboratory in Group Development, N.E.A. Division of Adult Education Services and cooperating universities, Bethel, Me.

27-30: National Conference on Standards for Teacher Education Institutions, N.E.A. Commission on Teacher Education and Professional Standards, Indiana University, Bloomington.

### JULY

27: National Education Association, St. Louis.

23: N.E.A. Department of Elementary School Principals, St. Louis.

7: American Educational Research Association, Union Electric Company Auditorium, St. Louis.

7: School Public Relations Association, Statler Hotel, St. Louis.

19-22: International Relations Workshop, N.E.A. Committee on International Relations and N.E.A. Department of Classroom Teachers, Lindenwood College, St. Charles, Mo.

22-23: Delegate Assembly, World Organization of the Teaching Profession, Ottawa, Canada.

24-Aug. 18: N.E.A. Institute of Organization Leadership, The American University, Washington, D.C.

28-Aug. 3: National Audio-Visual Association, Chicago.

### AUGUST

20-26: School for Executives, American Association of Colleges for Teacher Education, University of Wisconsin, Madison.

27-Sept. 2: National Conference of Professors of Educational Administration, Ithaca, N.Y.

### SEPTEMBER

25-28: Association of School Business Officials, Chicago.

### OCTOBER

9-11: Fifth National Conference of County

and Rural Area Superintendents of Schools, Columbus, Ohio.

18-20: Annual fall conference, N.E.A. Department of Adult Education, Chicago.

30: Association of Urban Universities, Cleveland.

### NOVEMBER

5-11: American Education Week.

28: School Social Service Association, Kansas City, Mo.

28-Dec. 1: American Vocational Association, Miami.

### DECEMBER

11-14: National School Service Institute, Palmer House, Chicago.

26-30: American Educational Research Association. Joint meeting with American Association for the Advancement of Science Education Section, Cleveland.

28-30: National Business Teachers Association and National Association and Council of Business Schools, Cleveland.

### FEBRUARY

10-14: National Association of Secondary School Principals, New York City.

11-14: Association for Supervision and Curriculum Development, Detroit, Mich.

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**SYSTEM**

**ALL THE PAINT PRODUCTS NECESSARY FOR INTERIOR DECORATION OF BRIGHTNESS-BALANCED CLASSROOMS**

When used as indicated on the ENDUR SYSTEM COLOR CHART, ENDUR SYSTEM products furnish scientifically correct light reflectance values within the 3:1 helios ratio range.

**FOR WALLS, CEILINGS, FLOORS and CHALKBOARDS**

Ask your school supply dealer for literature and handy ENDUR SYSTEM COLOR CHART (shows colors, gives reflectance values and recommendations).



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THE REFLECTANCE VALUE IS ON THE LABEL

Assures correct light reflectance values when used according to Endur System Color Chart. Emulsified rubber base paint retains proper reflectance despite repeated washings. Self-priming — self-leveling — odor free — 20 minute drying — one coat coverage 14 colors and white. Gallon covers 400-500 sq. ft. Material cost — about 1¢ per sq. ft.



**Endur "300" SERIES NON-SLIP FLOOR PAINT FOR WOOD or CONCRETE**

Special rubber base resists wear, water, oils, grease, acid, alkalis, and chemicals in concrete. Used in showers and locker room floors, hallways, etc. Contains minute abrasive particles of silicon carbide, Emulphor 101 and aluminum oxide uniformly suspended throughout the paint. These help bond paint to floor — make long wearing, virtually slip-proof surfaces.



**Endur "200" SERIES GREEN CHALKBOARD RESURFACER**

For old, worn slate or composition chalkboards — Completely new surfaces in smooth, durable, scientifically approved green. Easily applied by brush or spray gun. Material cost — only 3¢ per sq. ft. In standard 224 Green (or special 228 Green for maximum contrast between board and chalk). Ask about ENDUR CHALKBOARDS for new school construction.



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GENERAL CONTRACTOR

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PLUMBING AND HEATING CONTRACTOR

Pictured in the boys' washroom are Crane Sanitor Urinals and Crane Norwich Lavatories. Sanitor Urinal has slope front design for high sanitation, low maintenance. Norwich Lavatory features high splash back . . . rounded lines for easy cleaning . . . Dial-eye controls for easy operation and maintenance. From the complete Crane line of quality school plumbing.

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## THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

### COMMUNITY RELATIONS

**An Educational Program for Our Schools.** A manual for community participation in educational planning. The Foreword explains that "these schools have been in which the school authorities desire and obtain the active cooperation of all their potential working in planning the community educational program." The manual was prepared by the Council of School Superintendents, New York State Association of District Superintendents, New York State United Teachers Association, and New York State Teachers Association, and published by the New York State Education Department. Pp. 32.

### CURRICULUM

**Education for Life Adjustment.** Its meaning and implementation. Edited by Hail D. Thompson, director, Institute of Education. This volume of *Curriculum* chapters deal with teaching various subjects for life adjustment and with other aspects of the life adjustment program. The Bureau Press Company, 17 E. 20th St., New York City 10. Pp. 191. \$4.50.

**Cross-Country.** By Paul B. Hanson and Clyde F. Kuhn. Geography for children. Fourth-grade book in the social studies series. Instructional Foundations program. Maps and illustrations. Scott, Foresman and Company, Chicago. Pp. 168. \$1.50.

**Hammond's Complete World Atlas.** In addition to maps, the book includes an alphabetical index of the world, a glossary of geographical terms, world statistics and gazetteers of the United States and of the world. C. S. Hammond & Company, 305 E. 40th St., New York City 17. Pp. 778. \$5.

### DIRECTORIES

**Counties and Cities.** 1949-50 U.S. Office of Education directory, part 2, county and city school superintendents. Order from U.S. Government Printing Office, Washington, D.C. Pp. 78. 29 cents.

**Education Associations.** 1949-50 U.S. Office of Education directory, part 4. Order from U.S. Government Printing Office, Washington, D.C. Pp. 39. 29 cents.

### FINANCE

**Fiscal Authority of City Schoolboards.** National Education Association Research Bulletin Vol. 25, No. 2, April 1950. Research Division, N.E.A., 1201 16th St., N.W., Washington, D.C. Pp. 35. 50 cents.

### FOOD AND FOOD SERVICE

**Food for Fifty.** By John Dave Fowler, formerly food and nutrition specialist, U.S. Navy, and Bonnie Browdy West, professor of institutional management and head of department, Kansas State College. Third edition. Its purpose is to provide a limited number of carefully tested institutional formulas for use in food service and in institutional canteen dining. John Wiley & Sons, Inc., New York City. Pp. 114. \$4.50.

### GUIDANCE

**Counseling Adolescents.** By John A. Honn, (in professor of education, Northwestern University), and Blanche B. Peabody, (coordinating director of guidance and counseling, Chicago public schools). Cities actual interviews and gives case summaries. Science Research Associates, 228 S. Wabash Ave., Chicago 4. Pp. 261. \$3.50.

### HIGHER EDUCATION

**How to Educate Human Beings.** By E. A. Fitzpatrick, president of Mount Mary College, Milwaukee. Maintains that the primary object of education should be to make fast, more efficient workers, but better men, better citizens, and better Christians. Bruce Publishing Company, Milwaukee. Pp. 134. \$5.

### REFERENCE BOOKS

**Source of Information on Union Management Relations.** By J. George Miller, associate professor and librarian for the New York State school of Industrial and Labor Relations at Cornell University. Extension Bulletin No. 4, March 1950 of the school. Free to residents of New York State; 10 cents to others.

**U.S., the General Assembly.** Historical pamphlet No. 1. Discusses structure and functions and decisions of the assembly. Columbia University Press, 2900 Broadway, New York City 17. Pp. 66. 15 cents.

### TEACHING METHODS

**Living in the Kindergarten.** A handbook for kindergarten teachers. By Charles Dyerford White and William H. Stegeman. Follett Publishing Co., 1207 S. Wabash Ave., Chicago 5. Pp. 374. \$4.50.

**The Dynamics of Group Discussion.** A handbook for discussion leaders. By D. M. Hall. The Educative Press and publishers, 19-27 S. Jackson St., Danville, Ill. Pp. 88. 15 cents. (also in mimeo. 30 cents).

### OF GENERAL INTEREST

**The Rockefeller Foundation.** A survey for 1949 by Charles I. Barnard, president of the Foundation, 40 W. 43rd St., New York City. Pp. 80.

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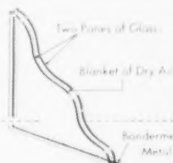
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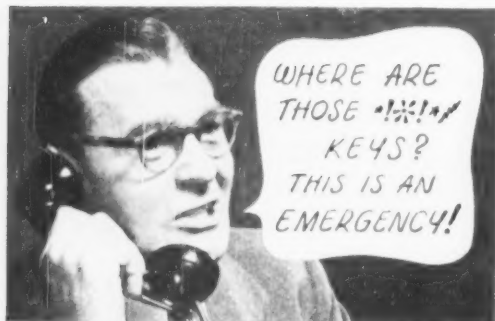
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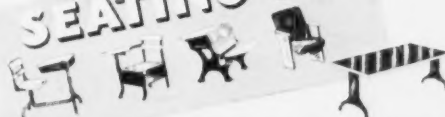


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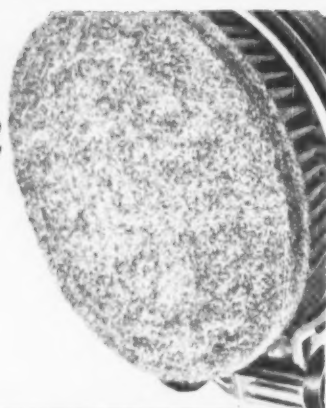
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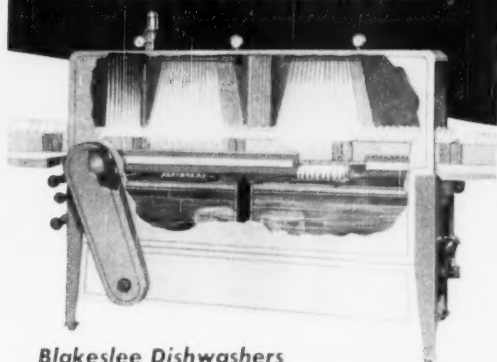
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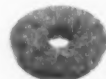
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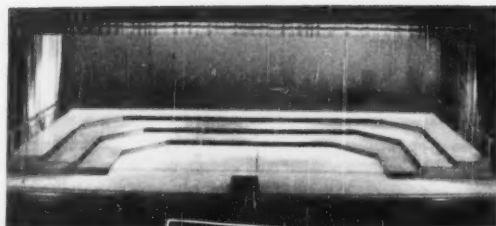


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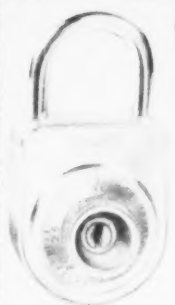
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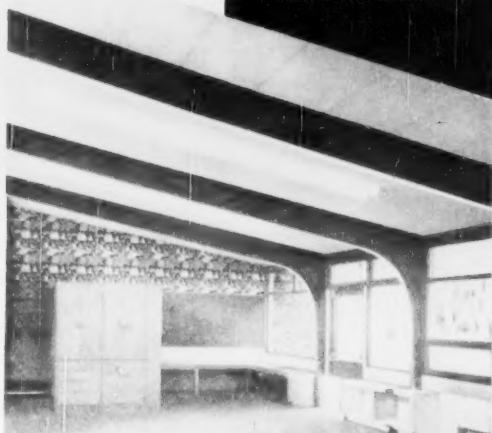
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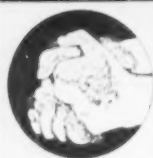
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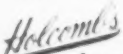
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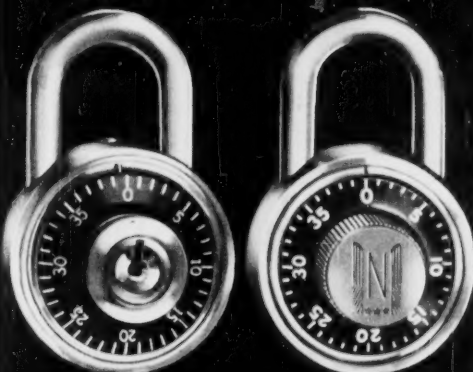


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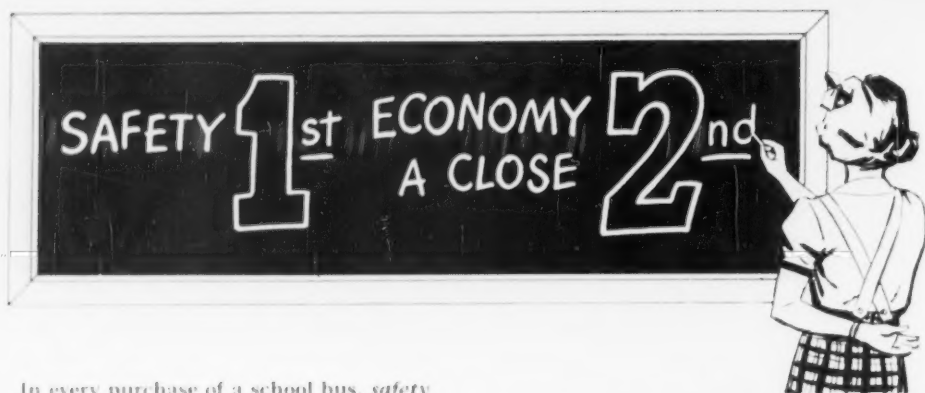
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DETROIT 2, MICHIGAN

## CHEVROLET School Bus Chassis



### SCHOOL BUS CHASSIS

#### 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Load-Master valve-in-head engine, 105 h.p., 193 foot-pounds torque (pulling power) at speeds under 35 m.p.h. governed speed.

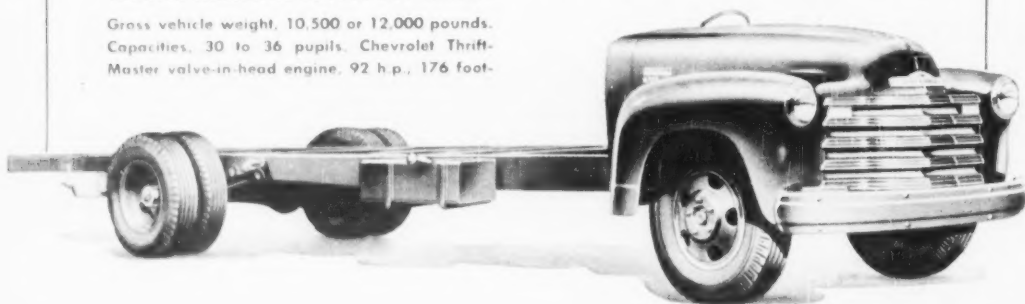
#### 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-

pounds torque (pulling power) under 35 m.p.h. governed speed.

#### 137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Capacity, 16 pupils.





# What's New FOR SCHOOLS

JULY 1950

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 104. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Improved Sanderplane



The new model American Sanderplane has a new type handle incorporating a safety type trigger handle switch. Improvements have also been made in gear ratio ball bearings and in general machine features to make the Sanderplane more efficient and more easily operated.

The machine is a portable, electrically-driven belt sander suitable for reconditioning of desks and other furniture and for general maintenance work. It is also suitable as a tool for vocational training classes. Because of the high speed of the sanding belt, the Sanderplane is adaptable to metal, marble, stone and other surfaces as well as to wood and brings the material down to a new clean surface easily and quickly. The machine does the whole job, an open coat abrasive being used for the first cut and a fine abrasive for the finish. It is available with or without a dust collector bag. The American Floor Surfacing Machine Co., Dept. NS, Toledo 3, Ohio. (Key No. 1)

## Small Machine Desk

A new 50 inch calculating machine or typewriter desk in the Mode Maker series has recently been added to the four legged line of General Fireproofing desks. This small model is an all-purpose desk with many uses as a combination typing and clerical desk. It is compact with convenient accessibility to the calculating machine or typewriter and writing surfaces. The operator always faces in the same direction for all functions and the pedestal drawers are within easy reach. General Fireproofing Co., Dept. NS, Youngstown 1, Ohio. (Key No. 2)

## Floor Drain

A special lock, which allows only authorized personnel to have access to the internal strainer and drainage line, is used on the new Vandal Proof Floor Drain recently announced. A special tamperproof cover is also a part of the drain and is designed to eliminate the possibility of deliberate clogging or damaging of the drain. J. A. Zuru Mfg. Co., Dept. NS, Erie, Pa. (Key No. 3)

## Sanistand

A new toilet fixture has been introduced for use in women's rest rooms. Known as the Sanistand, the fixture is a woman's urinal made of genuine vitreous china and designed especially to



prevent the spread of germs and improve the sanitary conditions of women's rest rooms. It need not be touched in usage and has no seat. The manufacturer states that although it can be used as a regular water closet, it is being offered primarily as a urinal and should, therefore, be installed along with ordinary water closets in women's toilet rooms.

The Sanistand is available in white and various pastel colors and presents a modern, hygienic appearance. Its streamlined shape permits thorough cleaning in a minimum of time and the fixture is easy to install. It is equipped with a foot-operated flush pedal. The fixture has been tested in actual use in a number of colleges and other institutions

and minor changes were made in the final unit to conform to suggestions received. The unit is 18 inches high, modern in design, has a large water area, slanted rim and large outlet. It is designed as a convenience to the user and to simplify the work of keeping the rest room sanitary. American Radiator & Standard Sanitary Corp., Dept. NS, Pittsburgh 30, Pa. (Key No. 4)

## Projection Lens

The new Super Proval lens has been introduced to improve the sharpness and contrast to the edges and corners of the screen in projecting classroom instructional films. It will be standard equipment on new Bell & Howell projectors and is available as an accessory lens for Bell & Howell projectors now in use. The lens contains a new "field corrector" element and it is held to an accuracy of within 5 wavelengths of light in its manufacture. Bell & Howell Co., Dept. NS, 7100 McCormick Rd., Chicago 45. (Key No. 5)

## "Pioneer" School Bus

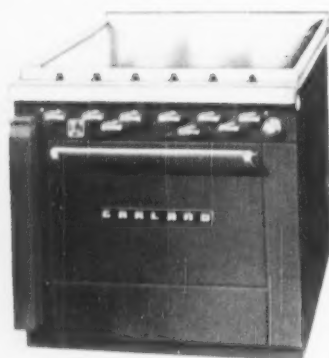
The new 1950 Superior Pioneer is an all-steel safety coach designed for regular pupil transportation. Additional strength has been engineered into the Superior all-welded "U-structure" frame and better visibility is gained by the use of more glass in the windshield and entrance door. The newly designed form-fitting driver's seat is more easily adjustable and conveniently located controls increase driving safety.

A new U-flanged rear bumper designed to withstand greater impact is another feature of the new bus. The heavily padded seats have durable two-



tone plastic covers and provide comfortable pupil seating. Superior Coach Corp., Dept. NS, Lima, Ohio. (Key No. 6)

### Fry-Top Range



Increased frying area for greater capacity is a feature of the new improved fry-top range recently introduced. The frying surface itself slopes slightly toward a new drain channel which extends across the front for easier drainage. A large capacity grease container attaches to the front of the range and lifts off easily for quick emptying of grease. Higher edges around the frying surface help reduce spill-over. Detroit-Michigan Stove Co., Dept. NS, 6950 E. Jefferson St., Detroit 31, Mich. (Key No. 7)

### Chalkboard Moldings

The newly styled line of aluminum chalkboard moldings recently introduced has been designed for greater economy of installation. The modern design lends with any type of interior trim, is easy to install and cannot warp, split, crack, splinter or rot. All moldings in the line are made for suction clips which permit the molding to be installed without visible screw heads. A single-piece, chalk trough with graceful end-cap and sturdy construction is also available. Beveled edges and absence of sharp corners make dust removal easy. The moldings and chalk trough are furnished in standard and custom dimensions furnished in printed literature. L. W. A. Rowles Co., Dept. NS, Arlington Heights, Ill. (Key No. 8)

### Colorslide Projector

The A-1 Performer 100 Deluxe-type is a new projector priced at \$249.95 with features of the MC 500. The machine provides high light output on the screen from the 100 watt lamp set recommended for comfortable handling. High fidelity of color reproduction and evenness of illumination over the entire picture area are the result of the skilled optical design. The new projector

may be had with a lift-off carrying case covered in plastic leatherette with plastic carrying handle. American Optical Co., Scientific Instrument Div., Dept. NS, Buffalo 15, N.Y. (Key No. 9)

### Pocket Drafting Machine

The Paraline, a precision instrument small enough to be carried in the pocket, provides a drafting machine for the use of students as well as teachers and professional men. It offers a combination of a 32d in. scale and protractor design with the moving parts which makes it useful as a T-square, parallel rules, triangle or drafting machine without any adjustments or additional parts. It is completely self-contained and requires no clamps or board mountings to remain in alignment. Parallels are scaled rapidly without raising the instrument from the board and it is excellent for cross-hatching. Angles and tangents are accurately and rapidly projected with the Paraline.

Constructed of a sturdy transparent acetal with precision-machined metal



moving parts, the Paraline is accurate but inexpensive. It measures only 10 1/2 by 3 1/2 inches overall. Loomis Industries, Dept. NS, 516 Park Way, Piedmont 11, Calif. (Key No. 10)

### Booksavers

Made of Plonlin, Booksavers are tough, fully transparent book covers so designed that the A-9 size will fit any book up to 9 inches in height and the A-10 will fit all books up to 10 1/2 inches in height. The Booksaver covers are easy to apply. They protect books from dirt and grime and are impervious to grease and liquids, including most acids. They can be cleaned with a damp cloth or with soap and water and are designed for long, hard usage. Saver Company, Dept. NS, 1025 Vermont Ave. N. W., Washington 5, D.C. (Key No. 11)

### Vegetable Peeler

A new low cost, portable, stainless steel vegetable peeler has recently been introduced. Known as the HydraPeel, the machine is constructed like the largest peeling machines. It delivers 20 pounds of peeled potatoes per minute, the skins being removed by gentle abra-

sive action. A convenient door and chute eliminate lifting, tipping or tilting. The machine is designed for drainboard use. The Castalloy Co., Inc., Dept. NS, 12 Station St., Brookline, Mass. (Key No. 12)

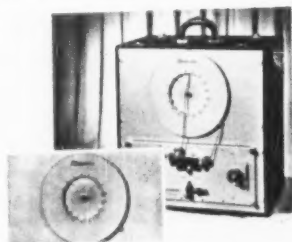
### Odorless Paint

Classrooms, corridors and offices may now be painted with a new odorless paint recently announced. Known as Keystone One Coat Flat Oil Paint, the product is a finish for use on walls, ceilings and woodwork. The specifically formulated process which makes the paint odorless is the result of 15 years of laboratory experimentation. Rooms can be occupied immediately after painting with the new product without fear of paint odor. Keystone Paint & Varnish Co., Dept. NS, 71 Oscego St., Brooklyn 31, N.Y. (Key No. 13)

### Continuous Loop Panel for Tape Recordings

The new Magnecord PT6-FL Continuous Loop Panel makes it possible to repeat recordings using standard sized tape without rewinding it to the original spool for playback. The beginning and end of the tape are joined together in an endless loop and messages from 2 seconds to 15 minutes long can be played continually. The new unit will hold up to 600 feet of standard tape and can be rack mounted or used as a portable combination. Illustration shows it used in conjunction with the Magnecord PT6-AHX and PT6-H adapter panel, both mounted in a PT6-MA case.

Tape recordings used for analysis and study can be replayed automatically with the new unit. The continuous loop of tape feeds on to the outside of the stationary storage reel, winds inside and then comes out the center of the reel down through the normal tape path of the recorder. After passing over the heads, capstan and pressure roller, the tape returns to the outside of the reel. The PT6-FL is finished in Magnecord Gray hammered finish and operates



equally well with plastic based or paper based tape. Magnecord, Inc., Dept. NS, 360 N. Michigan Ave., Chicago 1. (Key No. 14)

### "Super 12" Floor Machine

An all-purpose floor maintenance machine for care of moderate-sized floor areas has been introduced as the "Super 12." The result of intensive study and research, the new machine rounds out the line of floor machines developed by S. C. Johnson & Son, Inc., so that the company has sizes for all purposes. The "Super 12" is a complete unit, compact, easily operated, durable and streamlined in appearance. It polishes, scrubs, sands, steel wools and waxes floors of all kinds. The addition of a solution tank and shampoo brush makes it possible to use the machine for shampooing rugs.

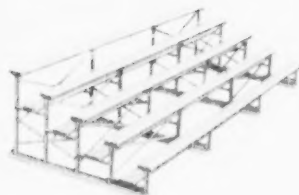
The motor and brush housing is a single all aluminum casting which affords protected gear operation, greater splash protection and neat appearance. Two non-marking bumpers, one low and one high, give double protection against marring of baseboards and furniture. The machine is low to reach under furniture and equipment. Self-leveling finger spring brush brackets provide even, uniform scrubbing and polishing operations on rough or uneven floors. S. C. Johnson & Son, Inc., Dept. NS, Racine, Wis. (Key No. 15)

### Luminous Fluorescent

The new Guthglow luminous fluorescent is available for standard 40 watt lamps and also for 4 and 8 foot Slimline Single Pin lamps. The unit is equipped with polystyrene plastic or Allbalite glass side panels which direct a portion of the light upward and outward. Low brightness Alzak aluminum baffles shield the lamp from direct view from below. The Edwin F. Guth Co., Dept. NS, 2615 Washington Ave., St. Louis 3, Mo. (Key No. 16)

### Allsteel Bleachers

The design of the new Allsteel Bleachers has been approved, according to the manufacturer, by the Wisconsin State



Industrial Commission. Built for safety, the new bleachers are made in completely interchangeable sections, each of which

is light enough to be carried by one man and will pass through any standard sized door. The simplified design and mass production make the bleachers economical in price.

The interchangeability of sections simplifies storage and setup and the complete flexibility for indoor and outdoor use, and ease of assembly and disassembly for changing requirements make the new bleachers practical. The framework is made of "H" type welded structures and seat and footboards are of selected, kiln-dried structural 2 by 10 lumber. Berlin Chapman Co., Dept. NS, Berlin, Wis. (Key No. 17)

### Jointer-Planer

The new Atlas 6 inch Jointer-Planer is designed for increased safety, economy and efficiency. The rear bearing cap is easily removable so that the entire head can be quickly taken out, blades resharpened without disturbing their setting and replaced with the blades properly positioned. The machine cuts 6 inches wide and 1/2 inch deep and has sealed ball bearings.

Features of the new Jointer-Planer include: 42 inch precision ground gray iron

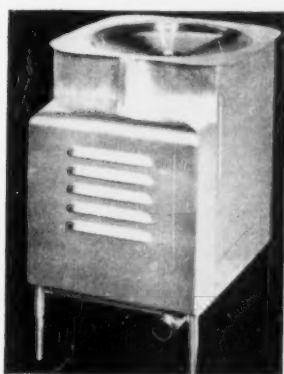


table; two way tilting fence, rigidly supported at two points close to the cutter head; stationary rear table; heavy solid steel cutter head, and 12 inch wide rear table for handling wide boards. Atlas Press Co., Dept. NS, 2335 N. Pitcher St., Kalamazoo 15, Mich. (Key No. 18)

### Bus "Safety Voice"

"Safety Voice" is a new product designed to give the school bus driver better control over his passengers. Designed to permit the driver to give instructions to children approaching and leaving the bus as well as to direct their actions inside the bus, the unit has a microphone—either stationary or hand as desired—and a loud speaker inside the bus as well as one outside the bus. A control unit and compact power supply unit complete the "Safety Voice" which can be quickly installed in any school bus. It is inexpensive to install and to operate and offers additional safety in handling children in the bus and while crossing busy streets and highways on entering or leaving the bus. Stan C. Lindstrom & Co., Dept. NS, 517 Dempster St., Evanston, Ill. (Key No. 19)

### Salvajector



All food scraps can now be disposed of with the new Salvajector, a scrapping and pre-wash machine. In one operation the new model removes food scraps and disposes of them into the sewer in liquid form, prewashes the dishes and saves small tableware which might be lost. Thus hand scrapping and handling of food waste are eliminated and time is saved.

The machine operates the same as a regular Salvajor Scrapping and Prewash Machine except for the food waste disposal feature. Instead of disposing of scraps into the regular Salvajor food waste basket, a fine grinder type disposer shreds the scraps, saturates them with water and discharges the mixture into the sewer. The Salvajor Co., Dept. NS, 118 Southwest Blvd., Kansas City 8, Mo. (Key No. 20)

### Cotton Sweeping Mop

A newly developed scissors type "V-Mop" has been designed especially for school use. Its dual mop heads operate like a pair of scissors, opening or closing to sweep a path from 6 to 57 inches wide. This permits flexibility in sweeping under desks, benches, in hallways, classrooms and in congested areas. The V-shaped pocket formed by the two mop heads collects dirt and litter and allows continuous sweeping without loss of load. Better dust pickup is also claimed as well as more thorough sweeping, greater dust control and a polishing effect.

The new mop is of lightweight tubular steel construction which makes it easy to handle and very durable. Fresh 10 inch rebills of strong absorbent cotton are easily and quickly inserted into the metal clips. Handles are equipped with rubber grips. The mop is available in two sizes for maximum expansion of 37 or 57 inches. G. H. Tennant Co., Dept. NS, 2534 N. Second St., Minneapolis 11, Minn. (Key No. 21)

### Cafeteria Tables and Benches

In Wall folding table and bench equipment designed to permit the use of gymnasiums and other areas for lunch rooms with a minimum of trouble, is now available with new rubber casters which not only minimize the noise of bringing the tables and benches out of the wall for use, but will not leave black streaks on floors. The new casters are of the same dimensions and long life as on earlier equipment. **Schieber Mfg. Co., Dept. NS, 12720 Burt Rd., Detroit 23, Mich. (Key No. 22)**

### Spotlight Lamp

The new General Electric 200-watt Narrow Beam Projector Spot is a sealed beam type spotlight lamp intended for long range indoor and outdoor illumination applications. A compact spotlight of high candlepower, consuming 200 watts and projecting a narrow beam of approximately 20 degrees, the lamp is equipped with a side-prong base and a compact bulb of pressed heat resistant glass. **General Electric Co., Dept. NS, Nela Park, Cleveland 12, Ohio. (Key No. 23)**

### Machine Desk

A machine well, angled slightly along the front and inside edges to permit positioning a typewriter or other machine to suit the operator's convenience, is built into the new No. 6530.03 FHL Fixed-Base All-Purpose Machine Desk. Equipped with molded gray linoleum top, brushed chrome corner caps and binding strip and adjusted island base, the new desk is finished in Neutral Tone gray. The machine well is linoleum covered and has an insulated hole for electrical wiring.

The top measurement of the desk is 33 by 44 inches, thus giving a large flat top area for general clerical uses. The right hand pedestal contains 3 card or box drawers or one drawer and a vertical file drawer with a small drawer in the knee space. The new desk is streamlined in design and appearance and of steel construction. **Yawman and Erbe Mfg. Co., Dept. NS, 1041 Jay St., Rochester 3, N.Y. (Key No. 24)**

### Kodak Enlarger

Schools and colleges offering instruction in photography or producing photographic visual aids will be interested in the new type of photographic enlarger recently announced. The new enlarger is flexible and efficient and represents the application of the integrating sphere. Two models of the new type enlarger

are available: one which can be adapted for use as a camera as well as for dark-room production work, known as the Kodak Fluorite Enlarger; and the Kodak Hobbyist Enlarger which is a minimum priced, high quality basic enlarger providing high performance with a minimum of adjustments. **Eastman Kodak Co., Dept. NS, Rochester 4, N.Y. (Key No. 25)**

### Fountain Accessory

An extra drinking fountain that can be mounted halfway down either side of a standard water cooler for the convenience of small children, or wall-mounted in various positions near the cooler as a supplementary outlet, is now available. It can be placed on the wall adjacent to the cooler or remotely mounted on the other side of a wall or one story above or below the cooler. The bubbler of the accessory can be operated



at the same time as the bubbler of the parent unit.

The accessory is made of white, vitreous china with a chrome plated strainer and "T" trap and includes a metal support plate with necessary screws for mounting. The chrome plated push-button type of bubbler is of the anti-siphon design with a built-in automatic stream height regulator. **Westinghouse Electric Corp., Dept. NS, Box 2099, Pittsburgh, Pa. (Key No. 26)**

### Institution Sized Jell-O

A new institution sized package is now available in Jell-O pudding in chocolate, vanilla and butterscotch flavors, each using one gallon of milk. The chocolate and butterscotch flavors are in the 2 pound size and the vanilla is in the 1½ pound size. The new packaging supplements the regular 5 pound institution size. **General Foods Corp., Dept. NS, 250 Park Ave., New York 17. (Key No. 27)**

### Product Literature

• "How to Select an Acoustical Material" is the title of a new 16 page booklet published by Armstrong Cork Co., Lancaster, Pa., to acquaint executives and architects having problems of sound and its control with the use of the proper acoustical material. It is written in non-technical language and discusses both acoustical correction and noise quieting. An interesting feature is the section on "Installation Methods." **(Key No. 28)**

• Thirty-seven new Workbooks printed through carbon paper for reproduction on direct process (liquid) machines have recently been made available by Ditto, Inc., 2243 W. Harrison St., Chicago 12. The books are bound so that there is little or no rubbing and each page is slipshotted. The masters are made to last indefinitely and to reproduce up to 200 copies. The subjects covered include word study, phonics, language, arithmetic and science. **(Key No. 29)**

• The Sixth Edition of the "Handbook of Educational Work-and-Play Materials" for teachers of young children has recently been published by the Educational Playthings division of the American Crayon Co., Sandusky, Ohio. The book begins with a discussion headed "What Are Educational Playthings?" and proceeds to illustrate and describe manipulative toys, apparatus for physical development, blocks, tools, housekeeping materials, woodworking materials, art and music materials, reading and number aids and other materials for young children. **(Key No. 30)**

• Gel-Sten Hectograph Workbooks are now being published as Gel-Sten Spirit Workbooks. Each book consists of thirty-two 8½ by 11 inch carbon masters carefully printed and packaged in a sealed transparent moisture-proof plastic envelope to keep the contents fresh and in perfect condition. A large selection of primary material is already available and additional workbooks are in process of production by the Gel-Sten Supply Co., Inc., Dept. NS, 9014 Brookfield Ave., Brookfield, Ill. **(Key No. 31)**

• The 1950 edition of the "Blue Book of Uniform Fashions" has recently been released by Angelica Jacket Co., 1419 Olive St., St. Louis 3, Mo. Containing 56 pages, the catalog illustrates the newest styles in uniforms of various kinds, in materials including "Velvet-Glo" nylon, Monte Cloth "Are-Lite," poplin, broadcloth, gingham, valencia, striped and nylon "cord weave." The 1950 catalog features a revised and simplified measurement chart for men and women and lists all Angelica sales representatives in principal cities. **(Key No. 32)**

• The complete line of Weber Costello "Maps & Globes for Schools" is illustrated and described in the new Catalog No. MG-59 recently published by Weber Costello Co., Chicago Heights, Ill. The 36 page catalog is fully illustrated, many of the maps being shown in full color. The accompanying information is detailed and all types of maps and globes are shown with prices. (Key No. 33)

• A new color chart catalog on **Tile-Text Asphalt Tile** has recently been made available by the Tile-Text Division, the Flintkote Company, Chicago Heights, Ill. Illustrating 35 colors available in Tile-Text Asphalt Tile, Catalog S-10 also includes suggestions on how to design tile floor patterns and gives size, thickness and feature strip data. (Key No. 34)

• A "Periodic Inspection Record for Maintenance of Fire Extinguishers" is available from the Ansul Chemical Co., Fire Extinguisher Div., Marinette, Wis. The chart is designed to help inspectors keep accurate records of their extinguishers to ensure that they are always in working condition. Space for 26 inspections of up to 38 extinguishers is provided. (Key No. 35)

• **Bulletin No. 639D on Dunham Base-board Radiation** is an attractive 16 page booklet printed in 2 colors and issued by C. A. Dunham Co., 400 W. Madison St., Chicago 6. It contains complete ratings and all engineering data necessary to determine radiation sizes and piping design as well as photographs of actual installations of this type of radiation. (Key No. 36)

• Special operating hardware is featured in the new **Catalog K-396, Eighth Edition**, recently published by P. & F. Corbin Division, the American Hardware Corp., New Britain, Conn. The 50 page catalog contains complete information covering a variety of P. & F. Corbin developed products with all data necessary to meet specifications. (Key No. 37)

• The 1949-50 **Catalog of Educational Films of Merit** available from Bailey Films, Inc., 2044 N. Berendo, Hollywood 27, Calif., is now available. The catalog lists 43 classroom approved motion pictures, filmstrips and study print sets designed especially for curriculum use from primary through high school and adult levels. Full descriptive information on all material is included. (Key No. 38)

• A full color folder illustrating many typical installations and pattern designs of **Fremont Ruber Tile** has recently been issued by the Fremont Rubber Co., 105 McPherson Highway, Fremont, Ohio. (Key No. 39)

• The new type of suspended acoustical ceiling construction, the **Acousti-Line system**, is discussed in a new 8 page brochure recently published by The Celotex Corp., 120 S. La Salle St., Chicago 3. Drawings show the various parts of the system and how they quickly clip together to form a perfectly level ceiling from which any 12 by 24 inch acoustical tile can be removed instantly for access into the back ceiling space. Photographs of actual installations showing how the ceiling is adapted to various types of modern lighting fixtures are also reproduced and a specification form is included. (Key No. 40)

• The attractive 36 page **Catalog A**, printed in 2 colors and fully illustrated, has been issued by Walker-Turner Div., Kearney & Trecker Corp., Plainfield, N. J., to describe the heavier Walker-Turner power tools for wood, metal and plastic. The catalog gives complete specifications and operating conditions for each machine. (Key No. 41)

• The colorful 12 page **Bulletin 749** issued by the Superior Electric Co., Hanon Ave., Bristol, Conn., entitled "Powerstat Light Dimming Equipment," displays Powerstat Dimmers in all sizes. Complete with photographs, circuit diagrams, outline dimensions and descriptive material, the bulletin contains a discussion on the creation of "atmosphere" through the dimming, brightening and blending of light. (Key No. 42)

## Film Releases

"The Pattern of Britain," an audio-visual guide for geography study comprising films, filmstrips, picture sets, pamphlets, publications and maps. 35 mm. Filmstrips, "Colonial Empire: Introducing the Caribbean Colonies" and "Colonial Empire: Introducing Malaya and Borneo." British Information Services, Dept. NS, 30 Rockefeller Plaza, New York 20. (Key No. 43)

"Our Living Declaration of Independence," 1 1/2 reels, 16 mm., black and white or color, 16 mm., sound. Human behavior series of 16 mm. sound films: "Control Your Emotions," "Act Your Age," "How to Think," "Shy Guy" and "Attitudes and Health." Series of classroom films, all 1 reel, sound, color or black and white: "How to Develop Interest," "The Renaissance," "Developing Friendships" and "The Plantation System in Southern Life." Coronet Films, Dept. NS, Coronet Bldg., Chicago 1. (Key No. 44)

"Newspaper Story," 16 mm., sound, 1 reel 16 mm. films, "Cattle Drive," in color; "Norwegian Children," black and white; "Italian Children," black and

white; "Painting an Abstraction," in color; "Painting With Sand," in color, and "Clay in Action," black and white. Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 45)

"Jefferson the Architect," 16 mm., sound, 11 mm. **International Film Bureau, Inc.**, Dept. NS, 6 N. Michigan Ave., Chicago 2. (Key No. 46)

Series of Teach-O-Filmstrips in color, "Little Elephant Stories," made in cooperation with Albert Whitman & Co., publishers of the books of the same name: "Little Elephant Catches Cold," "Little Elephant Visits the Farm," "Little Elephant's Picnic," and "Little Elephant's Christmas." Popular Science Pub. Co., Audio-Visual Div., Dept. NS, 353 Fourth Ave., New York 10. (Key No. 47)

"Holy Year Pilgrimage to Rome," color, 100 ft., 16 mm. or 60 ft., 8 mm. film and twelve 35 mm. Ansicolor slides, same subject. **World in Color Productions**, Dept. NS, 108 W. Church St., Elmira, N.Y. (Key No. 48)

## Suppliers' News

**Audio Education, Inc.**, 88 Lexington Ave., New York 16, is a new company formed to produce worthwhile audio materials for teaching. The new company brings together the American Book Company and Decca Records, Inc. It is jointly owned and managed by these two firms and will draw upon the educational and editorial knowledge of the book company and upon the technical skill and artistry utilized in sound record production. The purpose of the new association is the creation, production and sale of material for effective audio instruction.

**A. B. Dick Company**, 5700 W. Touhy Ave., Chicago 31, manufacturer of mimeograph machines and supplies and other office equipment, announces the purchase of the assets from the stockholders of the dissolved Boblit Folder Co., Inc., Jackson Center, Ohio, and entry of the Dick company into the paper folding machine field. The Boblit Folder has been renamed the A. B. Dick Folder Model 55 and the electrically driven, automatic feed machine, which is capable of folding thousands of copies per hour of various weights and sizes of papers in many different types of folds, is now being made in the Dick plant.

**Remington Rand Inc.**, 315 Fourth Ave., New York 10, manufacturer of business machines and office systems, announces acquisition of the exclusive sales rights to the American Optical Company's Electronic Drive 16 mm. Microfilm Reader.





## QUIET shows up on report cards

**BOTH TEACHING AND LEARNING** are easier and more effective when classroom noise is Sound Conditioned. Acousti-Celotex ceiling tile stops sound reverberation *before it starts*. Maintains beneficial quiet and comfort in hallways, lunch rooms, gymnasiums and study halls as well as libraries and auditoriums.

Modern Sound Conditioning has brought better listening, concentration, and ease of teaching to *hundreds* of schools. Quickly installed for a modest cost, Acousti-Celotex requires no special maintenance. Can

be painted and washed repeatedly—*without* destroying its sound absorbing efficiency.

• • •  
**FOR A FREE ANALYSIS** of *your* noise problem, contact your nearest distributor of Acousti-Celotex Products. Write now for his name and for your *free* copy of "Sound Conditioning in School and College." The Celotex Corporation, Dept. M-7, 120 South La Salle Street, Chicago 5, Illinois. In Canada, Dominion Sound Equipments, Ltd., Montreal, Quebec.

THE CELOTEX CORPORATION • CHICAGO 3, ILL.



# ACOUSTI-CELOTEX

Sound Conditioning Products

PRODUCTS FOR EVERY SOUND CONDITIONING PURPOSE

The NATION'S SCHOOLS

# INDEX TO PRODUCT INFORMATION & ADVERTISEMENTS

## ● INDEX TO "WHAT'S NEW" (Pages 99-103)

### Key

- 1 The American Floor Surfacing Machine Co.  
Improved Sanderplane
- 2 General Fireproofing Co.  
Small Machine Desk
- 3 J. A. Zurn Mfg. Co.  
Floor Drain
- 4 American Radiator & Standard Sanitary Corp.  
Sanistand
- 5 Bell & Howell Co.  
Projection Lens
- 6 Superior Coach Corp.  
"Pioneer" School Bus
- 7 Detroit-Michigan Stove Co.  
Fry-Top Range
- 8 E. W. A. Rowles Co.  
Chalkboard Moldings
- 9 American Optical Co.  
Colorslide Projector
- 10 Loomis Industries  
Pocket Drafting Machine
- 11 Saver Company  
Booksavers
- 12 The Castalloy Co., Inc.  
Vegetable Peeler
- 13 Keystone Paint & Varnish Co.  
Odorless Paint
- 14 Magnecord Inc.  
Tape Recording Panel
- 15 S. C. Johnson & Son, Inc.  
"Super 12" Floor Machine
- 16 The Edwin F. Guth Co.  
Luminous Fluorescent
- 17 Berlin Chapman Company  
Allsteel Bleachers
- 18 Atlas Press Co.  
Jointer-Planer
- 19 Stan C. Lindstrom & Co.  
Bus "Safety Voice"
- 20 The Salvajor Co.  
Salvajor
- 21 G. H. Tennant Co.  
Cotton Sweeping Mop

# INDEX TO PRODUCTS ADVERTISED

### Key

### Page

- 22 Schieber Mfg. Co.  
Cafeteria Tables and Benches
- 23 General Electric Co.  
Spotlight Lamp
- 24 Yawman and Erbe Mfg. Co.  
Machine Desk
- 25 Eastman Kodak Co.  
Kodak Enlarger
- 26 Westinghouse Electric Corp.  
Fountain Accessory
- 27 General Foods Corp.  
Institution Sized Jell-O
- 28 Armstrong Cork Co.  
"Acoustical Material"
- 29 Ditto, Inc.  
Workbooks
- 30 American Crayon Co.  
"Handbook"
- 31 Gel-Sten Supply Co., Inc.  
Spirit Workbooks
- 32 Angelica Jacket Co.  
"Uniform Fashions"
- 33 Weber Costello Co.  
"Maps & Globes for Schools"
- 34 Tile-Tex Division  
Color Chart Catalog
- 35 Ansul Chemical Co.  
Inspection Chart
- 36 C. A. Dunham Co.  
Bulletin No. 639D
- 37 P. & F. Corbin Division  
Catalog K396
- 38 Bailey Films, Inc.  
Catalog
- 39 Fremont Rubber Co.  
Installation Designs
- 40 The Celotex Corp.  
Acousti-Line System
- 41 Walker-Turner Division  
Catalog A
- 42 The Superior Electric Co.  
Bulletin 749
- 43 British Information Services  
Film Releases
- 44 Coronet Films  
Film Releases
- 45 Encyclopaedia Britannica Films Inc.  
Film Releases
- 46 International Film Bureau Inc.  
Film Release
- 47 Popular Science Pub. Co.  
Filmstrip Releases
- 48 World in Color Productions  
Film Release
- 49 All-Steel Equipment, Inc.  
Steel Lockers ..... 73
- 50 Aluminum Cooking Utensil Company  
Kitchen Equipment ..... 11
- 51 American Floor Surfacing Machine Co.  
Maintenance Machines ..... 80
- 52 American Radiator & Standard Sanitary Corp.  
Plumbing Equipment ..... 79
- 53 American Seating Company  
School Seating ..... 14
- 54 American Structural Products Company  
Daylight Control Booklet ..... 18
- 55 Anchor Hocking Glass Corporation  
Dinnerware, Glassware ..... 66, 67
- 56 Arlington Seating Company  
School Seating ..... 81
- 57 Armstrong Cork Company  
Acoustical Material ..... 17
- 58 Bay West Paper Company  
Paper Towels ..... 84
- 59 Bensinger's  
Food Service Equipment ..... 80
- 60 Blakelee & Company, G. S.  
Dishwasher ..... 83
- 61 Blodgett Co., Inc., G. S.  
Ovens ..... 68
- 62 Brillo Manufacturing Company  
Steel Wooler ..... 82
- 63 Ceco Steel Products Corp.  
Steel Windows ..... 3rd cover
- 64 Celotex Corporation  
Acoustical Material ..... 104

INDEX CONTINUED ON FOLLOWING PAGE →

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## Index to Products Advertised—Continued

Key	Page	Key	Page	Key	Page
65 Central Commercial Industries, Inc. Electronic Organ .....	83	81 Frigidaire Division Refrigeration & Air Conditioning Equipment .....	19	97 Mitchell Mfg. Co. Folding Band Stands .....	94
66 Chevrolet Motor Division-General Motors Corp. School Bus Chassis .....	98	82 Griqqs Equipment Co. School Seating, Shades .....	87	98 Moore, Inc., P. O. Key Control .....	80
67 Churchill Manufacturing Company Floor Maintenance .....	97	83 Hild Floor Machine Co. Floor Maintenance .....	76	99 Mosaic Tile Company Mosaic Tile .....	following page
68 Clarin Mfg. Co. Folding Chairs .....	94	84 Holcomb Mfg. Co., J. I. Wash Room Specialties .....	96	100 National Lock Company Locks .....	87
69 Connor Lumber and Land Co. Maple Flooring .....	90	85 Horn Brothers Co. Folding Partitions & Bleachers .....	63	101 Nelson Division, Herman Ventilation .....	following page 18
70 Cram Company, Inc., George F. Teaching Aids .....	90	86 Hotpoint, Inc. Kitchen Equipment .....	2nd cover	102 Peabody Seating Co. School Seating .....	82
71 Crane Company Plumbing Equipment .....	87	87 Huntington Laboratories, Inc. Floor Maintenance .....	74	103 Pittsburgh-Corning Corporation Glass Blocks .....	12, 13
72 Curtis Lighting, Inc. School Lighting .....	20	88 Johnson Service Company Temperature Control .....	2	104 Potter Manufacturing Company Fire Escapes .....	95
73 Day Brite Lighting, Inc. School Lighting .....	following page 18	89 Kennedy, Inc., David E. Asphalt Tile .....	85	105 Powers Regulator Company Thermostatic Shower Mixers .....	75
74 Detroit-Michigan Stove Co. Kitchen Equipment .....	following page 65	90 Keyes Fibre Company Plastic Tableware .....	93	106 Radio Corporation of America Movie Projector .....	61
75 Den & Company, Edward Institutional Equipment .....	92	91 Krueger Metal Products Co. Folding Chairs .....	92	107 Rauland-Borg Corporation Intercommunication System .....	91
76 Dudley Lock Corporation Locks .....	95	92 Libbey-Owens-Ford Glass Co. Multi-pane Windows .....	89	108 Remington Rand, Inc. Typewriter .....	72
77 Du Pont de Nemours & Co., Inc., E. I. Shade Cloth .....	78	93 Lyon Metal Products, Incorporated Steel Lockers .....	16	109 Royal Metal Mfg. Co. School Furniture .....	88
78 Endur Paint Co. Paint .....	86	94 Munley, Incorporated Popcorn Machine .....	7	110 Sexton & Company, John Institutional Furniture .....	following page 64
79 Finnell System, Inc. Floor Maintenance .....	94	95 Medart Products, Inc., Fred Teleaonic Gym Seats .....	8	111 Sloan Valve Company Shower Heads .....	1
80 Ford Motor Company School Bus Chassis .....	15			112 Speakman Company Showers & Fixtures .....	71

July, 1950

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

## WHAT'S NEW

1	15	29	43
2	16	30	46
3	17	31	48
4	18	32	50
5	19	33	53
6	20	34	56
7	21	35	59
8	22	36	62
9	23	37	65
10	24	38	68
11	25	39	71
12	26	40	74
13	27	41	77
14	28	42	80

## ADVERTISEMENTS

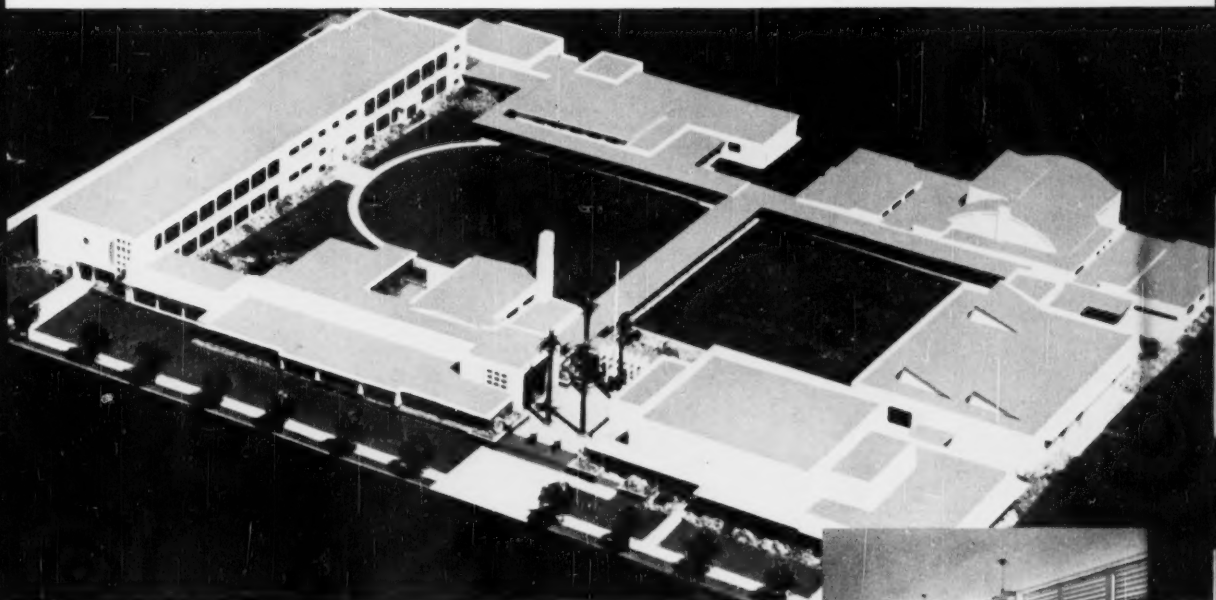
49	63	77	81	105
50	64	78	92	106
51	65	79	93	107
52	66	80	94	108
53	67	81	95	109
54	68	82	96	110
55	69	83	97	111
56	70	84	98	112
57	71	85	99	113
58	72	86	100	114
59	73	87	101	115
60	74	88	102	116
61	75	89	103	117
62	76	90	104	118

114	Tile-Tex Division Asphalt-Plastic Tile.....	77
115	Timber Structures, Inc. Laminated Arches .....	85
116	U. S. Plywood Corporation Flush Doors .....	81
117	Valley Metal Products Company Aluminum Windows .....	5
118	Vogel-Peterson Co. Coat & Hat Racks.....	92

[illegible]



# How a School with *14 Sides* Utilizes *free* Natural Daylight



There's a popular old song that tells us "The Best Things in Life Are Free". When it comes to illuminating school-rooms, that certainly is true because there's no better light than daylight and it's FREE. Architects Austin, Field & Fry took full advantage of natural daylight in designing the Sun Valley Junior High School. First, they designed a building with two hollow squares making daylight available on 14 sides. Then they specified Ceco Steel Windows. In that way, they as-

sured more natural daylight because steel windows admit more light than any other type of window opening. And, finally on the sides where brightest sunlight prevailed, fixed horizontal overhangs and stationary louvers were provided as controls. The result—a properly daylight-illuminated school. To be doubly sure of a better structure and economy in building, concrete joist construction was specified, using Ceco Removable Steel-forms and Ceco Reinforcing Bars.



Stationary steel louvers were employed to control light, deflecting it to the ceiling.



Outside view showing stationary steel louvers which eliminate high brightness areas in rooms.

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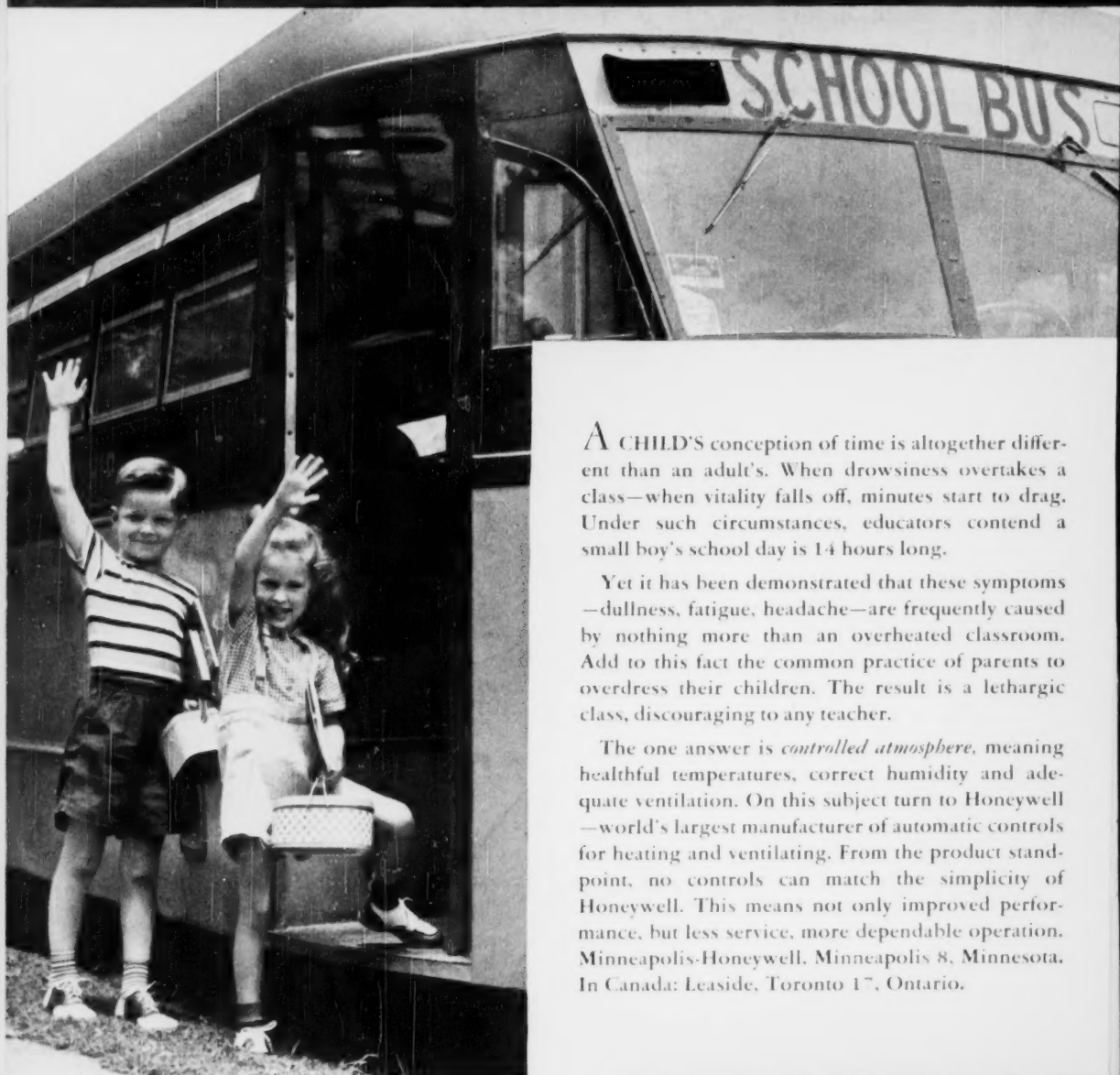
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# Off for a 14 Hour Day?



A CHILD'S conception of time is altogether different than an adult's. When drowsiness overtakes a class—when vitality falls off, minutes start to drag. Under such circumstances, educators contend a small boy's school day is 14 hours long.

Yet it has been demonstrated that these symptoms—dullness, fatigue, headache—are frequently caused by nothing more than an overheated classroom. Add to this fact the common practice of parents to overdress their children. The result is a lethargic class, discouraging to any teacher.

The one answer is *controlled atmosphere*, meaning healthful temperatures, correct humidity and adequate ventilation. On this subject turn to Honeywell—world's largest manufacturer of automatic controls for heating and ventilating. From the product standpoint, no controls can match the simplicity of Honeywell. This means not only improved performance, but less service, more dependable operation. Minneapolis-Honeywell, Minneapolis 8, Minnesota. In Canada: Leaside, Toronto 17, Ontario.



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